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—H. Armstrong Roberts

October, 1943
Volume XXIX Number 8

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19	5.26	30	5.93	41	7.68	52	15.38
20	5.37	31	5.95	42	8.08	53	16.59
21	5.47	32	5.98	43	8.49	54	17.93
22	5.58	33	6.05	44	8.99	55	19.37
23	5.64	34	6.15	45	9.52	56	20.97
24	5.71	35	6.26	46	10.12	57	22.70
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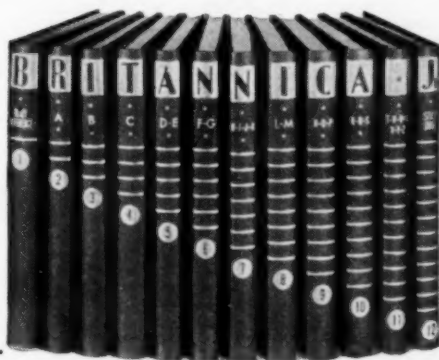
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SCHOOL and COMMUNITY

Official Organ of the Missouri State Teachers Association

INKS FRANKLIN
Editor

EVERETT KEITH
Executive Secretary

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1943

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APPEAL TO THE GREAT SPIRIT by Dallin



THE simplicity of this notable statue adds to the effectiveness of the theme common to all races, the reverence of man for a Supreme Being. Added to this simple treatment, we recognize the keen insight the artist had for his subject matter. Dallin, brought up in Utah, knew the Indian and the western pony and this knowledge, combined with his great art, makes Dallin one of the few great American sculptors.

A reproduction of "Appeal to the Great Spirit" is worthy of a place in the collection of every teacher and pupil. It should be referred to frequently as a source of inspiration. The work itself should be cherished through one's lifetime as a choice possession.

For further information about "Appeal to the Great Spirit," see "Art for Missouri" 1943-44, a pamphlet offering study text on ten famous works of art scheduled for purchase by the elementary schools of Missouri this Autumn. Orders for both pamphlet and reproductions should be sent to

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A Four-Point Program for Missouri Teachers

By DEAN THEO. W. H. IRION
Chairman Public Relations Committee
M. S. T. A.

ANOTHER SCHOOL YEAR HAS BEGUN. It is another wartime school year. We, the teachers of Missouri, know what that means. As last year, we can be depended upon to do our full part to promote the war effort. Utilizing last year's experiences, we know that we can do our war work even better than last year.

Some things, however, must be done by the teachers as an organized profession. While we are all anxious to make our personal and individual contributions, yet there are educational projects which can be achieved successfully only through the state and national teachers organizations. In that connection there are four things which you can do promptly.

1. You will, of course, join the Missouri State Teachers Association at once. Teachers of one, two or more years of teaching experience need not be told about our State Association. New teachers, either beginning teachers or those new in Missouri, will soon learn from their colleagues what a privilege it is to be a member of this organization which does so much for Missouri education and teachers. During the past year the Association surpassed its former records in service and usefulness. It goes without saying that you will want to join your Missouri State Teachers Association.

2. I am sure you will want to join the National Education Association. The Journal of the National Education Association itself is worth the membership fee. It keeps you informed about national happenings in education and, in so far as wartime conditions permit, it gives you information about education in foreign lands. But, in addition to these benefits, your membership will give the National Association one more voice to raise in support of progressive national educational enterprises. To secure Federal equalization of educational opportunities, to secure national freedom to teach truth, to create a nationally joint effort to combat the rise of juvenile delinquency, to bring the army of about a

million teachers of America into one joint, supreme effort to maintain and develop America's democratic way of life, all these and other projects need your personal and individual support. There are about 25,000 teachers in Missouri of whom only between 5,000 and 6,000 belong to the National Education Association. We have set our membership quota for this year at 10,000. We need that many members if Missouri is to take her rightful place in national educational affairs. We need a membership of classroom teachers, both rural and urban. We must have at least 10,000 members, and 15,000 would be much better.

3. We will want to resume the War and Peace Fund drive in the near future. It was launched so late from the national offices last spring that many of our schools were closed for the year and many more were completely occupied in bringing the school year to a successful close. The Missouri quota is \$14,500. If every Missouri teacher were to give one dollar we would over-subscribe our quota. This fund must be created as a reserve for meeting issues arising out of war conditions and to plan for more effective educational world participation in the post-war era. Education must be ready to act nationally, when the time comes, to bring the forces of American education into play in our total national program for a lasting peace.

4. In Missouri, this school year will give us an opportunity to get needed changes in our state constitution. The antiquated provisions under which we are now operating are giving us difficulty in weathering the storms of war. The present constitution will be totally inadequate for the era of rapid developments to come in the post-war years. It was fashioned none too well for the post civil war period. We are living in the twentieth century, a century in which the main currents of human life are

being redirected. Education in Missouri must be ready for the performance of greater, finer and new services. The Committee on Constitutional Revision of the

Missouri State Teachers Association has just issued a report. The plans presented are now ours. We must and want to see them put into practice.

A Message From The NEA President

I HAVE WATCHED with a great deal of interest the growth of united solidarity in our profession, so I am glad to have an opportunity to discuss a number of things of mutual interest and value to our profession.

The NEA needs your help in carrying out its greatly expanded program for this year which has for its goal the improvement of teaching conditions in all states in order that we may retain those who are in the profession and attract to it young people now in training.

The teachers of these United States have responded generously to all the drives outside of their profession, such as the Red Cross, Community War Fund, Bonds, etc. You are to be congratulated when called upon by your own profession on the way you rose to the occasion and answered the call of the NEA War and Peace Fund Committee for many of the states have not only raised their quota but have exceeded it. Those who found it impossible in the Spring to carry on the drive, have their programs mapped out to finish the campaign this Fall. This proves that the purposes, ideals, and values of our democracy are understood by each of you. We must participate in a democracy and accept our responsibility or our civilization will perish.

A serious problem faces education now—shortage of teachers. You who remain loyal to your profession can assist in interesting the younger teachers to remain. Let each one feel proud to say "I am a teacher," and also to realize that one can render no greater patriotic service than to remain in the classroom to instruct boys and girls so they will accept their responsibilities as our future citizens.

The main reason for the shortage of teachers is low salaries. The NEA officers

By EDITH B. JOYNES
President, National Education Association



Mrs. Edith B. Joynes

and the headquarters staff have accepted the mandate of the Indianapolis meeting to push forward vigorously the legislative program with particular emphasis now on S. 637. Plans are being made to set up a Legislative and Federal Relations Division at the national headquarters. We, the officers of the NEA, realize and appreciate how the leaders in our ranks have worked untiringly on legislation not only to improve teachers' salaries but better teaching conditions for the youth of our great land. The accusation is made that the weakness in presenting the bill is that the

900,000 teachers are not unified in backing it. We know again that we can count on all leaders to help us carry this responsibility to education.

Each of you assisted in modifying the curriculums in your school last year in order to prepare the youth for service in the armed forces or for work in war industries. I am sure you will continue to work whenever you are called upon to make sure of the winning of victory of the United Nations.

Then we must not overlook our part in helping to establish peace. Unconditional surrender means that the teachers must understand the many problems of post-war conditions. We as leaders must be able to inform the adult population so that they will know the problems and realize their civic responsibility, also help

them to reach intelligent decisions. And in the words of H. G. Wells, "Forces that make for peace and war are where the young people are taught." Thus you see as educators we are responsible for a just peace and must make sure that we will be heard at the peace table.

As your President, I am fully aware of the unusual responsibilities that face education during this great crisis, but with your cooperation we will go forward. We must build a real national organization, united professionally so that the youth of this land will have the kind of education that will best fit each one for adult life.

The officers of the NEA and headquarters staff pledge the highest service to the schools and teachers that these critical times impose on education.

Army and Navy Qualifying Test

THE SECOND NATIONWIDE TEST for candidates who wish to be considered for the Army Specialized Training Program and the Navy College Program V-12 will be held on November 9, 1943. The purpose of this article is to answer questions concerning the nature of the programs, eligibility requirements, steps to be taken by eligible candidates in advance of the test, and the nature of the test.

The test will be given at any high school, preparatory school, or college in the United States attended by students who wish to take the test. Any student who is interested and eligible should fill out an admission-identification form and notify his school principal or college official of his desire to take the test. Students who did not qualify on the test of April 2, 1943, and are still eligible to apply for the college programs must take the November 9th test if they wish to be considered again.

Students who take the qualifying test will be required to indicate on the day of the test their preference for the Army program or that of the Navy. *Taking the test does not constitute enlistment in either branch of the armed services; that is, having taken the test, a student is not obligated to enter the program if he is accept-*

ed. However, no candidate who expresses a preference for the Army will be considered by the Navy or vice-versa; in other words, the branch of the service marked as preferred on the day of the test will be the only branch to which the test score will be reported. No change in preference may be made after the day of the test.

The Army Specialized Training Program
The purpose of the Army Specialized Training Program is to provide technicians and specialists for the Army. Those selected for this program will study, at government expense, at colleges and universities in fields determined largely by their own qualifications. They will be soldiers on active duty, in uniform, under military discipline, and on regular Army pay. They are under no obligation to serve in the Army longer than any other soldier.

The curricula vary in length from one to eight 12-week terms, except that the medical and dental curricula are of the length in use at accredited colleges. The successful trainee advances uninterruptedly to the completion of his course; however, all trainees are subject to call to other active duty at all times. ASTP students are expected to receive college credits for their work.

Some of the major fields of study for ASTP trainees, and the branches of service to which some of them lead, are as follows: Aeronautical, Chemical, Civil, Electrical, Marine, or Sanitary Engineering (trainees utilized by the Army Air Forces, Ground Forces, or Service Forces); Medicine or Dentistry (trainees utilized by the Medical Department); Personnel Psychology (trainees utilized by the Adjutant General's Department); Foreign Area and Language Study (trainees utilized in the Army Air Forces, Army Ground Forces, Signal Corps, Military Intelligence Service, and Office of the Provost Marshal General); Veterinary Medicine; Surveying; Internal Combustion Engines; Communications and Optics; Military and Physical Training.

The Qualifying Test for Civilians, given each spring and fall, makes it possible for men to become earmarked for the ASTP in advance. Civilian men who will be 17 but not yet 22 on March 1, 1944, who are high school graduates or in their last term before graduation, are eligible to take this test. Those who receive satisfactory scores are instructed to present their qualifying notices to Army authorities after induction. These candidates are then sent to special Army training stations for their thirteen weeks of basic military training, after which, if qualified, they are assigned to the ASTP.

An unsatisfactory score on this test does not exclude a candidate from being considered for the ASTP; after induction the Army General Classification Test serves as a further opportunity for eligibility.

Military scholarships are offered to 17-year-olds who pass the qualifying test, who enlist in the Enlisted Reserve Corps, and who will not reach their 18th birthday before entering the A.S.T. Reserve Program. These ASTRP students, on inactive duty, pursue the studies of the basic phase of ASTP instruction at colleges or universities: English, history, geography, mathematics, and sciences. The Government pays for their instruction, food, housing, and some medical service. At the end of the term in which the ASTRP student reaches his 18th birthday, he is placed on active duty and sent away for the prescribed basic training, after which, if quali-

fied, he is assigned to the advanced phase of ASTP study.

The Navy College Program

The purpose of the Navy program is to provide officers for the Navy, Marine Corps, and Coast Guard. Courses are open for the following types of officer candidates: Deck Officer, Medical Corps, General Engineering, Civil Engineering, Construction Corps, Engineer Specialists (seven types), Aerology, Supply Corps, and Chaplain Corps.

A student with Navy preference who qualifies through the test, will report to the nearest Office of Naval Officer Procurement. There he will be interviewed and given a physical examination. The quota of students will be chosen by regional selection committees, each composed of two outstanding citizens and a senior Naval officer. If selected, the candidate will be taken into the Navy immediately, and will be assigned as early as possible to a college under Navy contract. Previous to assignment to a college, he will be on inactive status, but will be a Navy enlistee and will be subject to military orders from the Navy only.

The preference of the student for a specific college among those under contract to the Navy, and for the course he wishes to pursue will be important factors in making assignments, but the needs of the Navy must be the final determining factor.

The length of time an individual student will be in study under the program will depend upon three things: (1) previous college education, if any, (2) the type of course for which he is qualified and to which he is assigned, and (3) his continued demonstration of adequate scholarship and officer-like qualifications.

The length of the various types of course varies considerably, depending on the degree of specialization required. For example, the curriculum for Deck Officer candidates includes four 16-week terms in the V-12 program, plus a term of four months in Reserve Midshipmen's School; a Medical Program requires five 16-week terms of pre-medical work plus a complete medical course; an Engineer Specialist candidate will spend eight 16-week terms in completing his engineering

course. Other types of programs range between these extremes.

Students in the program will be on active duty, in uniform, and under military discipline. Expenses will be paid by the Navy, including tuition, fees, textbooks, board and room, and uniforms. Also V-12 enlistees will receive regular Navy pay.

The Qualifying Test

The Qualifying Test, as its name suggests, is the first step in the selection of men for the college programs of the Army and the Navy. The test will be given only on the morning of November 9, 1943; candidates who do not take the test at that time may have no further opportunity until the next time the test is given, which will probably be in the spring of 1944. Each student will be notified—by approximately December 20—as to whether or not he has qualified on the test. However, no test scores will be reported either to students or to school authorities.

The test is designed to measure the aptitude and general knowledge required for success in the college programs. Familiarity with elementary mathematics is essential. The test takes two hours, and is divided into three parts: the first part tests knowledge of the meaning and use of words, the second asks questions about scientific matters which are of general knowledge; the third section consists of a number of problems in mathematics. All questions are of the "best-answer" type—in which several answers are given for each question or problem, from which one is to be selected as the best or correct one. All answers will be indicated by making a cross in the appropriate box on a separate answer sheet.

Physical Requirements of the Army Specialized Training Program

The following requirements are expressed in general terms and should not be regarded as all inclusive or final:

Minimum height 5 feet and a maximum of 6 feet, 6 inches. A minimum visual acuity of 20/200 without glasses, correctible with glasses to 20/40 in each eye. Weight proportional to height, ten serviceable upper and ten serviceable lower teeth. Hearing must be normal (15/15)

in each ear for whispered voice. No chronic or venereal disease.

Additional qualifications are that the candidate must be morally qualified and evidence potential officer qualifications including appearance and scholarship records.

Physical Requirements for the Navy College Program

Minimum height 5 feet, 5½ inches, and a maximum of 6 feet, 4 inches. A minimum visual acuity of 18/20 in each eye, correctible to 20/20. Normal color perception. Weight proportional to height. Twenty vital serviceable teeth, including four opposed molars two of which are directly opposed on each side of dental arch, and four directly opposed incisors. Other physical requirements are as prescribed by Chapter II, Section 1, Article 1402, Manual of the Medical Department, U. S. Navy.

Additional qualifications for the Navy Program is that the candidate must be a citizen of the United States. He must be morally qualified, be unmarried and agree to remain unmarried until commissioned unless sooner released by the Navy Department and evidence potential officer qualifications including appearance and scholarship records.

Eligibility Requirements for Qualifying Test

Education. The candidate must belong to one of the following groups. 1. High school or preparatory school graduate. 2. High school or preparatory school seniors who will be graduated by March 1, 1944. 3. Students who do not hold certificates of graduation from a secondary school but who are now continuing their education in an accredited college.

Age. The candidate must be within the age limits of one of the two groups indicated below. 1. Students who have attained their 17th but not their 20th birthday by March 1, 1944. (Date of birth between March 2, 1924 and March 1, 1927, inclusive.) 2. Students who have attained their 20th but not their 22nd birthday by March 1, 1944. (Date of birth between March 2, 1922, and March 1, 1924). **IF YOU ARE IN THIS AGE GROUP YOU MAY APPLY ONLY TO THE ARMY.**

Federal Funds to Remove Educational Inequalities of Migrating School Children

FOR SEVERAL YEARS the writers have been studying the movement of children from one school to another and its many implications among which are those with respect to Federal aid for education. We have made numerous studies of all the rural school children in several Missouri counties, of all the town school children in certain counties, of all the school children in several large towns, of the students in all of our state universities except two. Each of these studies revealed the same general situation; namely, that regardless of the level in our public school system a significantly large number have attended school in numerous other states than the one in which they were located when these studies were made.

Over our wonderful network of national highways move the children of America. They did before our entrance into the war and doubtless more so after our entrance. By every conceivable means of travel these children are being "whisked" across state boundaries and placed in schools perhaps markedly differing from those in which they were last enrolled. Schools comfortably filled one year may be overcrowded the next. One school of which we learned opened in the fall with one group of children and closed the next spring with a larger but an entirely different group. A newspaper article indicated that June Handke, whose address might be "North America," attended "seventy-four schools in every state and in Canada and Mexico."

The latest and most comprehensive study directed by the writers was initiated in the spring of 1942. We were interested in the following phases of the problem:

1. The number of pupils enrolled in selected Missouri schools who had previously been enrolled in other school systems.
2. The number and geographical distribution of the schools previously attended.
3. The effect of change from one administrative area to another, referred to as "Unit Move," upon the age-grade place-

By DR. W. W. CARPENTER

AND

DR. A. G. CAPPS

University of Missouri

ment of pupils and upon pupil progress.

Forty-nine well-trained schoolmen cooperated in the study. They were located throughout Missouri in such a way that it is believed that the findings of the study are truly representative of the conditions as they existed at that time. The information for the study was collected by the cooperating school men and brought to the University of Missouri where it was compiled and interpreted.

Numbers and Types of Pupils

The total number of pupils included in the current study was 76,230. Of this number 11,799 were enrolled in grades 1-8 inclusive in rural schools. Also 41,046 were enrolled in grades 1-8 inclusive in town or city schools, and 23,385 in grades 9-14 inclusive in town and city schools.

Location and Number of Unit Moves

A unit move is interpreted as one pupil who has attended a school or schools in one administrative area and has moved to another administrative area. Three types of unit moves were recorded as follows:

1. A move from one administrative area outside Missouri to another administrative area.
2. A move from one administrative area in a Missouri county other than the county in which the pupil was enrolled at the time the study was made, to another administrative area.
3. A move from one administrative area in the Missouri county in which the pupil was enrolled at the time the study was made, to another administrative area in the same county.

The 76,230 pupils included in this study made a grand total of 54,411 unit moves. Of this number 7,147 were made by pupils

enrolled in grades 1-8 inclusive in the rural schools; 21,940 were made by pupils in grades 1-8 inclusive in town or city schools; and 25,324 were made by pupils in grades 9-14 inclusive. Eighteen per cent of all the moves were made outside the state of Missouri. Twenty-seven and one-tenth per cent were made in counties outside of the county in which the school concerned was located. It is interesting to note that 47 of the unit moves outside Missouri were outside the Continental United States.

The frequency of the unit moves in states outside Missouri was usually larger in the states bordering on Missouri. There were, however, as many moves in California as in Arkansas and more moves in Texas and in Colorado than in Nebraska. The group of Missouri children studied had attended school in every state in the Union.

The Effect of Migration on Pupil Progress

By means of the age-grade and grade-progress techniques, careful tabulations were made of the age-grade location of migrators as compared with the non-migrators. While there was great variation in the different localities studied, when all pupils were included there was less over-ageness among the non-migrators. Over-ageness showed a significant increase as the number of moves increased. In terms of progress, the non-migrators had a better progress ratio than the migrators. For the migrators, retardation varied directly with the number of moves.

It may be definitely stated that the pupil who moves from school to school is at a disadvantage educationally speaking and usually the more moves he makes the slower his progress. The wide differences in the educational opportunities offered in the different states and in the different administrative areas of the same state are, without doubt, largely responsible for the inability of the migrator to progress at the same rate as the pupil who receives all of his education in one administrative area. It is generally agreed that wide differences in opportunity accompany wide differences in pupil expenditures. A recent report of the National Education Association reveals that the yearly current expenditures per

pupil enrolled varies from \$135 in New York to \$24 in Mississippi.¹

The same report quotes from the President's Advisory Committee on Education, as follows:²

"The educational services now provided for a considerable percentage of the children are below any level that should be tolerated in a civilized country."

Conclusions

The total enrollments in the schools studied was 76,230 and the total number of pupils who had made at least one move was 32,726; therefore, 42.9 per cent of the total had moved once or more. According to the 1941 report of the State Superintendent of Schools for Missouri, the total number of pupils enrolled in the public schools of Missouri was 702,040. The total number of migrators now enrolled in Missouri schools may therefore be estimated at 301,175. Since 18 per cent of the moves made by the pupils studied were outside the state, the total number of Missouri pupils who have received part of their school training outside Missouri, may then be estimated at 126,367.

Probably the migration of school children is greater in some states than in others. However, if Missouri is typical of other states it is estimated that over eleven million of the twenty-seven million school children of the United States have moved from one administrative school area to another, at least once. It is also estimated that the total number of unit moves will reach the enormous figure of 19,251,000; too, that of these, 4,860,000 were from one administrative area outside the state in which they live to another administrative area.

These data, well supported by previous migration studies, clearly indicate that every school district in a given state must become interested in the type of educational opportunity offered in every other district in that state. They also clearly indicate that the people of a given state must become interested in the educational offerings of other states, for without doubt many of the children who are now attend-

1. *Federal Aid for Education*—Note, N. E. A. of the United States, 1942, p. 3.
2. *Ibid.* p. 1.

ing school in other states will in the future attend school in the given state. The problem of the migration of children, then, becomes a *national* as well as a state problem. It is a problem in which the entire nation must become interested, because of the inequalities of educational opportunities.

Since these inequalities are found among the states to and from which pupils migrate, one of the best solutions seems to be for the Federal Government to appropriate funds to help in removing these inequalities met by migrating school children.

The Great Jigsaw—Principle and Practice

THE WAR IS FORCING a great many of us to do some serious thinking about our underlying philosophy. Newspaper articles, such as, *What Are We Fighting For?* are evidence of this. We can't easily fight for democracy without trying to clarify in our minds and in the minds of others what it is that we mean by the term *democracy*.

There is a peculiar implication for teachers in all this, and a crying need that we rethink our philosophy of teaching. The boys who are now in high school or in the upper grades of the elementary school will soon be fighting for our democratic principles. We like to feel that we have had some part in fostering their devotion to these principles. Honor demands that our boys stop short of no sacrifice, even the sacrifice of life itself. Not one of them may cry, "Enough! I've had all I can endure. It's up to someone else now." Not one of them may say the mud's too thick, or the going too hard, or our appreciation too meager. No, physically, mentally, and emotionally they must be keyed for the struggle, ready for the sacrifice. And we? Well, perhaps it is sufficient to point out that some of these boys, who are fighting for our way of life left our classrooms without their diplomas. They were too stupid. Understand—not too stupid to understand democratic principles and to fight for them, but too stupid to stay in our classrooms. Or perhaps they were not stupid, but troublesome. They had to move on. The mud and slime of their characters was too much for us to wade through, the going was too hard, and, besides, they didn't appreciate our efforts, nor did their parents. Of course, they must perform their duty. It's the duty of every American citizen to defend democracy—on the battlefield. Democracy in the classroom? Oh, that's dif-

By LOUISE ERBE
Carondelet School
St. Louis

ferent. We have to consider the greatest good of the greatest number, and, furthermore, why should we be worn out because of some fellow who isn't worth it? Why should we give up so much time, energy, and pleasure for someone who doesn't deserve it? "Oh, the boy who lost his arm, his leg, his eye? That's sad, but it was his duty, you know. Our democratic principles are worth it."

It is about time that we try to fit the pieces of our jigsaw puzzle of professed philosophy and expressed action into one picture. We give lip service to respect for the individual, but the individual we tolerate is the one who doesn't diverge too much from the common pattern. We talk glibly about individual education, but we can't bother with anyone who defies mass education. Especially at the present time, it has become easy for us to say, "Why don't you go to work? You're needed in the war effort, and you're not accomplishing anything here." It's soothing to conscience to be able to put it on a patriotic basis.

My contention is not that it is always wrong to remove a child from a particular situation. My contention is that, in order to do it democratically, we must do it with his best interests under consideration, and that, if we do it that way, we must also know where he is going from thereon, and why.

Am I worth the arm, the leg, the eye, the life? Is democracy worth dying for, on the battlefield? Then he is worth the minutes, the hours, the worry, the labor. Then democracy is worth living, and living for—in the classroom.

Our Teacher Poets

HOW CAN MAN BE SAD?

O H, IT'S FALL TIME, it's Fall Time,
The Ozark hills are gay;
If I were an artist fine,
I'd paint this glad array.

The sumac and sassafras
Dressed in brilliant hue,
Woodbine and bittersweet
Look their finest too.

The grapevines in the fence row
With grapes are bending down,
Nuts along the roadside
Are scattered all around.

Cornshocks standing row by row,
Cane all toppling down;
Soon the sorghum mills will flow
Molasses will abound.

The birds and the squirrels
Hurry here and there;
Everything is saying,
"Autumn's in the air."

A simple question may I ask,
Who can answer, pray?
How can man be naught but glad
Amid these hills so gay?

—NETTIE M. GEORGE
Buffalo

LIFE'S A JOURNEY

M ANY POETS oft have said:
Life's a journey—go ahead;
Teachers add a wise command:
All our journeys must be planned.
Three great questions, then, I see,
Go along with you and me:
What am I? Where must I go?
What things must I always know?

What am I? Man. Flesh and bone
And soul that cannot thrive alone.
A mind have I where thoughts appear,
Sometimes clouded, sometimes clear.
Useless, though, this thoughtful mind,

If none to share my thoughts I find.
Useless, too, such mind to me,
Save free to think and, thinking, free.

Where must I go? I cannot stay;
Naught exists save on the way.
Our goal is clear, the path obscure;
Yet who would wish the road too sure?
We must ourselves each new step find,
Else are we led as are the blind.
Faith in ourselves, faith in our goal,
And faith in God, these guide the soul.

These things must I always know:
Words enough my thoughts to show;
Where to find the facts I need;
How to do some tasks with speed;
What men have done, are doing yet;
When to remember, when forget;
How truly listen, really play;
How understand, how dream, how pray.

—MERLE ROBB GALLUP
St. Louis

LOVELINESS

S TILL, IN THE SMOKE-DIMMED autumn sun,
The startled woodland stands,
Stripped of its treasures brown and gold,
And lifts its futile hands.

While all the trees with careless joy
Were lately singing there,
A wild wind, shrieking down the hills
Left each tree standing bare.

And now they stand, a robeless host,
With branches interlaced,
All wintry, blue-black etchings fine
Against the cobalt traced.

And though I thought their full robed
forms
Held beauty uncomparad,
They're lovelier now with all their charms
And mystic secrets bared.

When years are done and Life has cast
My soul's worn robes away,
May my true self in loveliness
Stand clear revealed that day.

—MAE TRALLER
Everton

HONOR ROLL



We are indebted to county and city superintendents and others for the names of teachers in the service forces of our country as listed below. This is a continuation of the list published in the September number and further issues will supplement this one. The compiling of such a list is difficult and we will welcome receiving the names of teachers omitted.—Editor

Bollinger County

Allen, Chester
Barrett, Charles F., Jr.
Bess, Leon
Cato, Byron
Cato, Cletes
Clubb, Cuba
Cobble, Delmar
Cook, Huey
Corbin, Harold
Crites, Dale
DeWitt, Bonford
Dimmer, John
Doggett, David
Gray, Noah
Hans, Martin Luther
Kuhlman, Derrill
Lingle, Troy
McCormick, Oscar
Randolph, Farel
Richards, Edison
Runnels, Milford
Seesing, John T.
Shell, George Howard
Statler, Richard
Stratman, Herman
Sutton, Alvin
Walker, Kenneth
Wells, Webster
Williams, Cecil B.
Wright, Clyde

Christian County

Hansen, Gene
Henry, Marjorie
Hodges, Clay, Jr.
House, Ruby
Lunsford, W. C.
Luttrull, Stephen
Milsap, James
Ray, Leo
Wellock, Richard

Crawford County

Clouts, Jesse, Jr.
Hensley, Raidus
Sanders, E. A.
Scott, N. E.

Dade County

Cox, Joe
Glenn, Arla
Martin, John
McNeil, Howard
Richesten, Max

Dallas County

Cansler, Lovell
Farless, Gale

Douglas County

Armentrout, Collene
Billingsley, J. W.
Brooks, Selbia
Burks, Clifton
Cash, Edwin
Cooper, Lilburn
Dobbs, Ralph
Dunn, Joe G.
Edwards, Newton O.
Freeman, Harry
Freeman, Manuel
Hartley, Lyndell
Heath, Elmes
Heriford, Russell
Horner, Lloyd
Johnson, Lawrence
Kelly, Virgil
Mathes, Warren
Plumb, Georgia
Reiger, Neil
Robertson, Clifford
Robertson, Lawrence
Silvey, Florence
Stafford, Harry
Tetrick, Wayne

Dunklin County

Brasher, Joe
Hornbeck, O. L.
Kennett, Charles
Mosley, Alvin
Prueett, Eulis
Riddle, Veryl

Gentry County

Barrett, Richard
Beck, Virginia

Johnson, Clifford
Liggett, Delmas
Norman, Arthur
Strange, William
Wheatley, Howard

Jackson County (Exclusive of Kansas City)

Adams, Armon
Brown, Harold
Brown, John
Cline, Kenneth
Clough, Norman
Cooper, Clyde C.
Cornelius, Dwight
Dick, Charles I.
Dickinson, John
Ellis, Buford
Foster, Helen
Guy, J. Raymond
Hagan, Charles
Hamilton, Thomas
Hopkins, Vernon
James, Charles
Klein, Elmer F.
Korte, Tom
McMillan, Donald
Meyer, Waldemer W.
Noynaert, Joseph
Schneider, Howard
Sindley, Donald
Stree, Betty Ann
Thomas, Robert E.
Tippin, Richard
Waits, Melford
Wilson, Houston
Winburn, G. B.

Madison County

Allison, Clinton
Brewington, Lonzo
Brewington, Roscoe
Cozean, Charles
Dees, Fred
Fields, F. M., Jr.
Gillett, Neal
King, Earl
Lewallen, Lee
Marsh, John

McDowell, Clyde
Sample, Ezeakiel
Whitener, Joy
Whitener, Norman

Maries County

Allen, Theron
Cowan, Elmo
Daniels, Ralph
Dillon, Emmett
Elrod, Charles
Elrod, Elmer
Giboney, Leonard
James, Leroy
James, Norman
Johnson, Jack
Krone, James
Lawson, Alfro
Lischwe, Herbert
Maupin, Lawrence
Monroe, Robert
Parker, Loren
Ragan, Joe
Shockley, Sam
Snodgrass, Wash
Terry, Melvin

Ozark County

Brown, Gentry
Bruffett, Dan
Bruffett, Ealum
Bushong, Travis
Carter, Waco
Delp, Delmas
Hall, Hubey
Herd, Dallas
Herndon, Clayton
Hogan, Ralph
Hogard, Tommy
Mayberry, Doayne
Morrison, Dale
Smith, Ethmer
Smith, Ralph
Stone, Robert W.
Vaughn, Joe
Wallace, Rayford
Wiles, Jack

Pemiscot County

Dillard, Lyman Lyle
Mitchell, H. B.
Reeves, Rex

Perry County

Collins, Sam
Davis, Margaret
Ellis, John
Hacker, Herbert
Henderson, Hubert
Hilpert, A. O.
McAttee, Wilbert
Slagle, Mrs. Katherine
Toliver, Keith
Vage, Albert

Pettis County

Benson, Joseph F.
McNeish, Susan
Miers, Elmer L.
Stockman, J. Robin

Platte County

Arnnnet, Marie
Auxier, Earl

Busch, T. D.
Couch, Billy
Croskey, George
Eskridge, Rudolph
Esser, Harold Joe
Hammond, Nellie
Higgins, Beverly
Hoch, Merlon
Keller, Thomas
King, Rudolph
Morrow, Mary Ruth
Murphy, James
Needles, Catherine
Purpus, M. V.
Scott, J. W.
Snider, Amos J.
Sodeman, Charles
Stafford, Charles
Todd, Francis

Putnam County

Allen, Warren
Callison, Carlton
Cozad, Clarice Annie
DeVilbiss, Ray
Dickerson, John R.
Eaton, Wm. P.
Erickson, Eugene
Fields, Don
Jones, Harry B.
Miller, LeRoy
Pollock, Claud
Thompson, Gerald

St. Clair County

Cauthon, Cleo V.
Dempsey, Lee
Dickinson, Walter
Diemer, George, Jr.
Dobbs, Jason
Gardner, Watson
Garey, Clifford
Gover, James S.
Ingalls, Kenneth, Jr.
Klein, Don T.
Leezy, C. W.
Macomber, Robert A.
Morris, Leonard
Nelson, J. D.
Reed, Elmer
Shy, Delbert
Starr, Berneice
Stayton, F. E.

Saline County

Blosser, William
Cox, Floyd
Denham, Nicholas
Engelhardt, Richard
Fredrick, Wayne
Gutekunst, Arthur
Harding, John Y.
Hearn, Jack
Johnson, Wayne
McLeod, Harry
McReynolds, Paul
Patterson, Norris
Smith, Lloyd N.
Sullivan, Ralph
Thomas, Helen

Thomas, Wilma
Willer, John W.

Texas County

Ballard, Ralph
Bandy, James
Clayton, Roy
Craig, Chas.
Dixon, Floyd
Ellison, J. D.
Hubbs, Glen
Johnson, Otto, Jr.
King, Richard
Kirkman, Delmar
Landers, Donald
Lewis, Earl
Martin, Lynn
Martin, Olen
Martin, Wayne
Massy, Harold
Miller, Wayne
Rowlette, Wilbern
Smith, Clinton
Smith, Ulen
Wainright, John
Watskey, Joe
Wilhite, Leland
Wilson, Sidney
York, Otis

Vernon County

Boast, William
Burris, Floyd
Culbertson, Ben
Hamilton, James
Haynes, Leon
Neel, William
Pettibon, Wendell
Rhea, Manford
Robinson, George
Roland, Kenneth
Rutherford, Junior
Strom, LaVere
Swope, Forrest

Warren County

Berg, Wesley
Brakemeyer, Leroy
Dothage, James
Hedeman, Kenneth
Hogan, N. T.
Hohn, Miriam
Keller, William
Landwehr, Harold
Martin, C. W.
McKinsey, J. W.
Mittler, Grover
Newcomer, Kenneth
Paul, Follis
Spires, Ralph
Sterling, Dale
Stevenson, Joseph
Zillgitt, George

Wright County

Barr, Vernon
Claxton, Freeman
Headley, Tommy
Moseley, Bonnard
Oliver, Junior
Tate, Tom
Wade, Ules

Background Of The Sixth Constitutional Convention

ON SEPTEMBER 21, 1943, the delegates to the Sixth Missouri Constitutional Convention assembled in Jefferson City in response to a call issued by Governor Forrest C. Donnell on June 3, 1943. This convention was authorized by a vote of the people at the November, 1942, general election. Delegates were elected the following April at a special election. It seems desirable to briefly review the history of past Missouri Constitutional Conventions in order to understand the background for the present convention.

Missouri has had three constitutions in her history. The first was adopted in 1820, preliminary to her admission to the Union, and continued in force until supplanted by the second in 1865. The third, which is the present constitution, was adopted in 1875. In addition, two other attempts have been made to adopt constitutions, but both were defeated when submitted to popular vote. The first was defeated in 1846 and the second in February, 1924. It is interesting to note that all six conventions called to consider changes in the State's fundamental law have followed a great war or a period of economic depression.

Our present constitution was adopted in 1875 in a period of violent reaction to the excesses of the Reconstruction Period following the Civil War. The hated "Test Oath" which had been included in the constitution of 1865 made this instrument very unpopular with a majority of Missourians. Consequently, Governor Woodson ordered an election to be held on January 26, 1875, at which two delegates were elected from each of the thirty-four senatorial districts. In accordance with the provisions of the Enabling Act, the convention met in Jefferson City on May 5, 1875, and continued in session until August 2. The constitution was adopted by the unanimous vote of the sixty-eight members, and was ratified by the people at a special election held October 30,

By DR. LOYD E. GRIMES
*Assistant State Superintendent
of Schools*

1875, by an overwhelming majority.

The chief differences between the constitution of 1875 and its predecessors were in its volume, which showed an increase of nearly two hundred percent over the constitution of 1820 and one hundred percent over that of 1865, and in the detailed restrictions that it placed upon all phases of government. The restrictions placed upon the General Assembly and on state and local sub-divisions of government materially retarded the development of education. In order to remove these restrictions it has been necessary to submit numerous amendments. Every General Assembly since 1875, excepting three, has proposed one or more amendments to the constitution of Missouri. There have been one hundred ninety-four amendments submitted to the electorate; fifty-one have been approved and one hundred forty-three rejected. These figures become more impressive when it is pointed out that all but thirteen of these amendments have been submitted to the voters since 1900, an average of nearly eight at each biennial election since that date. A total of thirty amendments were voted upon at the three elections in 1910, 1912 and 1914. All records were broken for a regular election when thirteen were submitted in November, 1920. These figures indicate a growing conviction that many provisions of our constitution were inadequate to meet the needs of a modern state government. The amendments submitted relating to education have dealt largely with the removal of tax limitations on the local districts, the extension of the school age limits and the retirement of teachers.

The Missouri State Teachers Association took an active and major role in

bringing about the Constitutional Convention of 1922. As early as 1913 the annual meeting of the Association adopted a resolution authorizing the appointment of a committee of five members to consider changes which should be made in those items of the existing constitution which affect education. One of the recommendations of this committee was "the adoption of a new constitution, through a Constitutional Convention, with a codification and re-writing of the sections on education and related passages." During the next several years the organization continued the struggle to secure a constitutional convention and were successful in securing the enactment of an amendment to Article XV, the amending clause of the constitution. This amendment increased the number of delegates to eighty-three by providing for the election of fifteen delegates at large. It also provided that the sixty-eight delegates from the thirty-four senatorial districts should be elected on a bi-partisan basis, and that the question of holding a convention should be submitted to the people every twenty years.

Governor Hyde issued a proclamation on March 8, 1922, setting the date for the convening of the delegates on May 15. This convention was Missouri's first to be organized on a bi-partisan basis, and as a result it was relatively free from partisan political considerations. The convention was in session about eighteen months and its work was rejected by the voters at a special election on February 26, 1924, by substantial majorities.

Article XI of the Constitution of 1875 furnished the basis for the deliberations of the Committee on Education in the convention of 1922. Three important changes in this article were proposed:

First: the General Assembly could provide for free instruction by school districts of persons other than those between the ages of six and twenty, but could not compel this free instruction.

Second: changes were made in the manner of investing the state and county school funds.

Third: the most important proposed change was the creation of a State Board

of Education of six members. The Board of Education was given the power to select a Commissioner of Education, to fix his term of office and to prescribe his duties.

Article X provided that the levy for school purposes might be increased in certain districts by action of the boards or directors, and also by vote of the people and made it permissible to raise the rate of taxation for school purposes above the one dollar levy on the one-hundred dollars assessed valuation in certain districts. Other provisions of the article were similar to those in the Constitution of 1875.

The present convention is one in which teachers have a vital interest. They should familiarize themselves with the deliberations of the delegates, and should actively support progressive measures that will be considered. Certainly no other group has a more important interest in what is accomplished by the convention than have the teachers of Missouri who are representing the interest of the boys and girls of our State.



Could you make me disappear about 1:30 this afternoon during my arithmetic exam?

Let's Work Together!

IF PEOPLE ALL OVER the world became saturated with the idea suggested in the subject of this article we could get rid of many of the ugly evils that dominate private and public affairs today. Peace could come to the world; achievements now undreamed of could be realized. Democracies are founded on the idea of cooperation of people—from the lowliest soul to the highest. Yet frequently we find boss rule and miniature Hitlers in the home, the school, and the state of these same democracies. Everybody talks cooperation, but only here and there do we find it practiced in wholesome, healthy form.

In our high school last year we carried through a project that required unusual cooperation. The administration, the P. T. A., the art department, the manual training department, the music department, the janitor, and the speech department had to work closely together and did! I might even mention the physical education department which kindly permitted us the use of the gymnasium floor for the construction of our map.

For several years I had held in mind the idea of the Speech choir presenting Archibald MacLeish's "Colloquy of the States," against the background of a huge map of the United States. I could not get up the courage to mention it because of the expense and the amount of work involved for other departments in the school. One day I went so far as to voice the thought to a personal friend and then dropped it completely from my mind.

In this poem Hitler's voice is heard in the roar of the waves across the Atlantic. The states have been asleep but gradually waken, one by one, and begin talking back to Hitler. I could envisage boys and girls jutting their heads through the states they represented, speaking their lines, and singing their state songs. From the standpoint of my work I knew that it would be extremely interesting, but I felt that it was far too much to ask of the art and manual training departments.

The date of the Speech Festival was drawing near. I met this personal friend downtown one day and she asked me if I was

By HELEN D. WILLIAMS
Vice-Principal and Speech Instructor
David Hickman High School
Columbia

planning to have the map. "Oh, no!" I answered quickly, "I just can't get up the 'nerve' to ask the art department to do all that work." She seemed disappointed, saying she thought it such an excellent idea and one definitely worth the effort. She suggested that I "feel out" the teacher of art.

I began with the principal. I asked him if he thought it too ambitious a plan in case the departments were willing to help. He liked the idea and encouraged me. Then, I went to the art teacher and rather sheepishly told her what I had in mind. She got real peppy about it and my enthusiasm began to soar. Then she suggested that the hardest work would fall on the manual training department which would have to build the frame and scaffolding. Sheepishly again I sneaked into the manual training room, and again found the teacher willing and eager to help. Then I talked to the janitor who is extremely helpful in difficult stage problems. The art and manual training teachers remarked that the project would be a bit expensive. Yards of sign cloth, gallons of paint, and a certain amount of lumber!

The Parent Teachers Association sponsors the speech festival each spring. They organize under the leadership of a chairman and twenty captains. They always meet at the home of the chairman to lay their plans. I went to the meeting and told them what I had in mind. The answer was, "by all means!" I warned them that it might cost as much as thirty dollars, and that I would have some royalties as well as other expenses in connection with the evening's program. They suggested that it would pay financially—that we could use the idea in our advertising.

The result was a happy one! The map was thirty-two feet long and sixteen feet high. The deep blue of the oceans and



Constructing the huge colored map provided many exciting and worthwhile experiences.

gulf made an excellent framework for the riot of color realized in the products of the various states. All the art students had a hand in it. How they vied with each other in finding interesting products to paint in the states! Soft, puffy lambs, green pines, luscious strawberries and peaches, "pinkish" pigs, big red apples, graceful oil derricks, along with the Texas steer and the Missouri mule, appeared on the map from day to day.

The advanced students did the more difficult work such as the Statue of Liberty in New York harbor, and the huge gold eagle and the words "The United States of America." I even caught the teacher with her shoes off painting bolls of cotton through the southern states. You see the map was so large that it had to be painted on the floor, and the "painters" had to walk over it.

On the night of the performance Uncle Sam and his attendants stood on one side of the map; the Verse Choir stood on the other. As the poem developed girls representing the women whom the early American men married moved in and stood

against the blue of the map—Pocahontas, the English girl, the Irish, the French, the Dutch, the Mexican, the Spanish and all.

The scene was truly delightful and the boys and girls who climbed on the scaffolding and twisted themselves into position had a whirl. The next day Texas said that his head was sore—that Arkansas thought Texas was forgetting his lines and kicked him to remind him that it was time to speak.

The biggest thrill for all of us came when the curtain opened. Amidst the singing and whistling of the state songs the audience broke into a roar of applause and appreciation for the sheer loveliness of the map. I might add, too, that we cleared one hundred and fifty dollars that evening.

This project could only be realized by all the departments working together. Each department took pride in it, and I believe that each one benefited in some way from the participation. One of the art students in describing it for an English theme said, "When it was over, we had all seen America first-hand, and loved it."

The Tragedy of Juvenile Delinquency— Shall We Punish or Prevent?

AN INTERESTING LITTLE BOOK, first printed in 1819, "The Moral Instructor" by Dr. Torrey, opens with these words:

If the community would appropriate as much wealth to the instruction of the rising generation, as is now devoted to the punishment of crime and vice, the desired object would be obtained and misery averted to a much greater degree.

How unhappy the good doctor would be if he could know that a century and a quarter after he gave to the public the findings of his sixteen years of study, that our crime costs are now over \$15,000,000,000 annually.

In 1942, young people under 21, were charged with 15% of all arrests for murder; 50% of all arrests for burglary; 34% of all arrests for robbery and larceny.

Eighteen-year-olds led in the total number of arrests in 1942. Mr. Hoover charges that the Nation's failure to realize the seriousness of youthful crime is little short of a national scandal, and asks WHY? Suggested answers include: the disturbed condition of homes during war, children left without proper care, independent earnings by children, and encouraging unwise spending.

Also, Law enforcement is under-staffed. Juvenile courts and probation officers are over-worked. The constructive programs of youth-serving agencies are not adequately supported.

The situation demands the prompt cooperation of all adults in providing wholesome living for our youths and interesting constructive activities for their leisure.

An old phrase runs, "One former is worth many re-formers." We must do all we can to reclaim the children who have lost their way, but our efforts will count for little if we allow the innocent toddlers to follow them. We must find the places where wrong roads branch off and guide the toddlers in the right direction. Habits formed in the first six years often become character traits that are modified with difficulty. Training must begin early.

Whenever we discuss a philanthropic matter, some voice always shouts "Where's the money coming from?" Why not make this job pay for itself by reducing crime costs? We have never tried what can be

By ELLA VICTORIA DOBBS
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done with half of \$15,000,000,000, spent in training for decent living.

The writer sought statistics on the total expenditure for public schools in all our states. The latest figures available showed \$2,222,884,661, for 1938, or about one-seventh of our crime cost. Adequate appropriations for education, rehabilitation, and recreation would probably reverse these proportions.

Shall we punish or prevent? What are some of the things adequate funds could do to stem this tide?

We could have Nursery Schools for the toddlers. What and why is a Nursery School? It is NOT just a place where a busy or lazy mother can park her child. The old day nursery served to care for children whose mothers must work outside the home. It was in charge of a kind hearted old lady whose only responsibility was care for the physical needs of her young charges.

During World War I when the need for women workers in munition plants increased the need for care of their children, the Minister of Education in England appointed a trained psychologist and teacher to have charge of day nurseries. As soon as she grasped the possibilities of her job, she suggested modification of the methods in use. Here were little children, in their early formative period, all day in the care of the state. Why not provide teachers instead of caretakers? Why not begin early to guide the formation of their habits as is done in good homes by wise parents?

The Minister of Education was willing to try the plan. It worked. In due time day nurseries became Nursery Schools under the tuition of trained teachers who give expert attention to habits which make character in later years and England added a

significant essential to her educational system.

We would emphasize the point that the success of the Nursery School depends upon the training of the teacher. Someone expressed regret that babies do not come into the world labeled with "Directions for Use." Unfortunately, just being a human mother does not guarantee wisdom in the care of children.

Modern small families increase the need for companionship with other children in order to learn unselfish cooperation through "taking turns" and other incidents of happy play.

Not all the increase in delinquency can be charged against parental neglect, or poor school facilities, or even war, though all contribute. The modern inventions of our mechanized world have created conditions which call for new treatment. Those of us who are old enough to have shared in the *chores* which were essential to family comfort, know that they were excellent discipline in our formative years. Because of them we grew up in an atmosphere of responsibility and accepted our share, even if at times, grudgingly. There was a push of necessity that prodded us and tended to stimulate pride in a duty well done.

For the majority of children today, there is no *push of necessity*. There are no chips to be gathered or wood boxes to be filled. We turn a lever and the gas stove lights itself. We turn a faucet and water comes, hot or cold as preferred. The old activities are gone. Life has become passive in both work and entertainment. We sit and look at the movie. We sit and listen to the radio. Growing youth demands activity. If we do not provide interesting occupations they will seek them and "Satan finds some mischief still for idle hands to do."

The war has discovered for us the value of vocational training. Education is more than just *knowing*. It is *knowing for the sake of doing*. Commentators on war production glorify the "know how" of American industry. It is not enough to *study about industry*. Nothing takes the place or yields the discipline of personal, practical experience. There is no prouder moment than when one says, "I made it all by myself."

Since modern inventions have in so large a measure removed the "*push of necessity*" which came through essential chores, we must find an equally forceful incentive to attract present day youth. Perhaps this can come through the "*pull of interest*" in activities which appeal because they serve a real purpose in everyday life. It can come through activities which appeal to the *creative impulse*. It can come through a sense of *personal responsibility* in contributions to essential community welfare. Nothing is worse than—"It makes no difference what I do—Nobody cares."

Where shall we begin to balance accounts with our crime costs? Great possibilities lie in the field of dramatics to meet the yearning for thrills stimulated by movies and Hollywood glamour. Music also has opportunities yet scarcely touched. 4-H Clubs, Scouts, Camp Fire, and similar groups are making grand contributions in limited areas. Why not carry them further?

The art crafts offer an unlimited field of such infinite variety of appeal that rarely does a child fail to become interested when given proper guidance.

Why not a child accounting system that keeps track of every child and discovers his first steps off the upward road.

There is no lack of ways to meet this situation but there is a lazy disregard for its importance.

The rural child frequently receives the least schooling under the least experienced teachers, but having the practical experience of responsibility for farm labor is not so easy a prey to the lures of criminal thrills.

We need school and home practices which FORM children's habits of right behavior. Then re-form schools will be unnecessary.

A government of the people, by the people, and for the people can rise no higher than the mental and moral level of its citizens. If its leadership falls into the hands of the unscrupulous it will soon become an oligarchy.

What the home cannot do in the education of its future citizens the school must do. No other course is safe.

American Education Week, 1943

EDUCATION FOR VICTORY is the general theme for the twenty-third annual observance of American Education Week, November 7-13, 1943. Today, when we are engaged in a global struggle for freedom, we come to realize as never before the power of ideas in shaping the actions of men, and the consequent importance of the schools in the nation's victory program.

All Out for Defense

Despite many handicaps, the schools are doing a remarkable task in the all-important educational aspect of the war effort. They have trained 5,000,000 adult workers for war industries; they are preparing succeeding graduation classes in the nation's high schools for the armed services or for places in industry; they have accepted many extra tasks imposed by war needs. Meanwhile, they have continued to carry their regular heavy load of responsibilities in preparing 27,000,000 boys and girls for the opportunities and responsibilities of American citizenship.

What We Are Fighting For

Education is a vital part of the war effort. But even if education were not related to the immediate war effort, it would be a suicidal social policy to neglect the schools in wartime. The education of our children cannot wait. The opportunities they lose now will be lost to them forever. And to the extent that they are handicapped the nation will suffer in the difficult years ahead. If we expect to win the peace as well as the war we must be just as diligent in preparing ourselves to win the peace as to win the war.

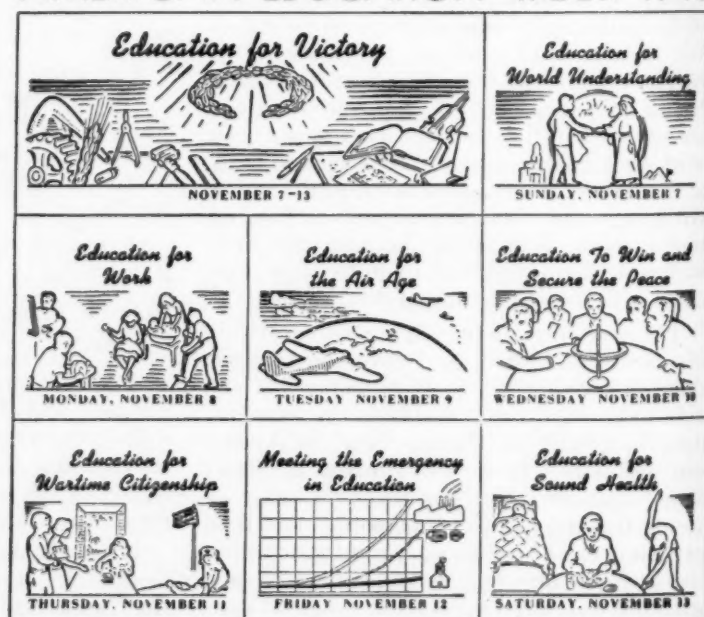
Significance of Observance

Only thru public

understanding and support can our schools meet the many problems with which they are now confronted. American Education Week 1943 is an opportunity to show American people how the schools are contributing to the nation's victory program.

Education today is education for victory. If education becomes a war casualty there is little hope for the future. Loyal American citizens who realize the great importance of the work being carried on in the schools will not permit them to be scuttled if they know the facts. Parents and citizens will get a better understanding of the excellent work that is being done in our nation's schools today by visiting the classroom and conferring with teachers. Plans should be made so that this will be accomplished on a widespread scale in every school system. Make American Education Week 1943 count in your community. Helpful materials may be obtained from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

AMERICAN EDUCATION WEEK 1943



SECRETARY'S PAGE

CONSTITUTIONAL REVISION

The Committee on Constitutional Revision has made a definite and concise statement of recommendations with respect to educational provisions in the State Constitution.

They appear in a new printed bulletin entitled "The State Constitution and Education."

The various civic or organized groups in any community should be interested in this bulletin. Copies of it will be supplied in unlimited numbers on request.



CREDIT DUE

Clark County was the first county to have a 100% payment of membership dues for 1943-44.

The Trenton Public Schools have already reported a complete enrollment in the Missouri State Teachers Association and the National Education Association.

Every teacher should be a member of his state and national professional organizations. The times demand it.



STATE TEACHERS MEETING

Plans have been completed for the 81st Annual Meeting of the Missouri State Teachers Association in St. Louis, November 3-5.

The general theme for the Convention is "Faith of Our Fathers, Living Still."

The meeting will be keynoted by Rabbi Abba Hillel Silver, The Temple, Cleveland. H. R. Baukhage, The Blue Network, will address the Second General Session, and State Superintendent Roy Scantlin the First General Session.

On the Divisional programs will appear Dr. E. T. McSwain, Northwestern University; Mrs. Frances Mayfarth, Editor, Childhood Education; Dr. Kenneth McFarland,

Superintendent of Schools, Topeka, Kansas; Dr. Forrest Long, New York University; Miss Florence Fallgatter, Iowa State College, Dr. A. B. Mays, University of Illinois, and Dr. Howard E. Wilson, Harvard University.

Discussion groups have again been arranged for Friday morning and the Departmental meetings will be held on Friday afternoon as per usual.

As indicated in the September issue, in order to prevent week-end travel and hotel congestion, the usual Friday night and Saturday morning general sessions will be discontinued. Make your hotel reservations immediately.



EXCELLENT PUBLICATION

The new book entitled, "Today's Techniques" is perhaps the most practical publication that has appeared in the field of public relations.

Its publication was sponsored by the School Public Relations Association. The book, published for distribution without profit, is offered as a contribution to education.



ASSOCIATION FILM

Mr. E. F. Allison, Superintendent of Schools, Chillicothe, writes in his letter of September 17:

"I wish to express the appreciation of the Chillicothe teachers for the use of the film, 'Backing Up the Guns.' We used it at our opening teachers' meeting, showed it to our school board at one of the regular meetings, the Lions, Kiwanis and Rotary clubs used it, and it has been requested by the Parent Teachers Association and Laymen's League of several churches. Also we expect to use it for a high school assembly program.

"The Association is to be commended for providing the schools with such an excellent film."

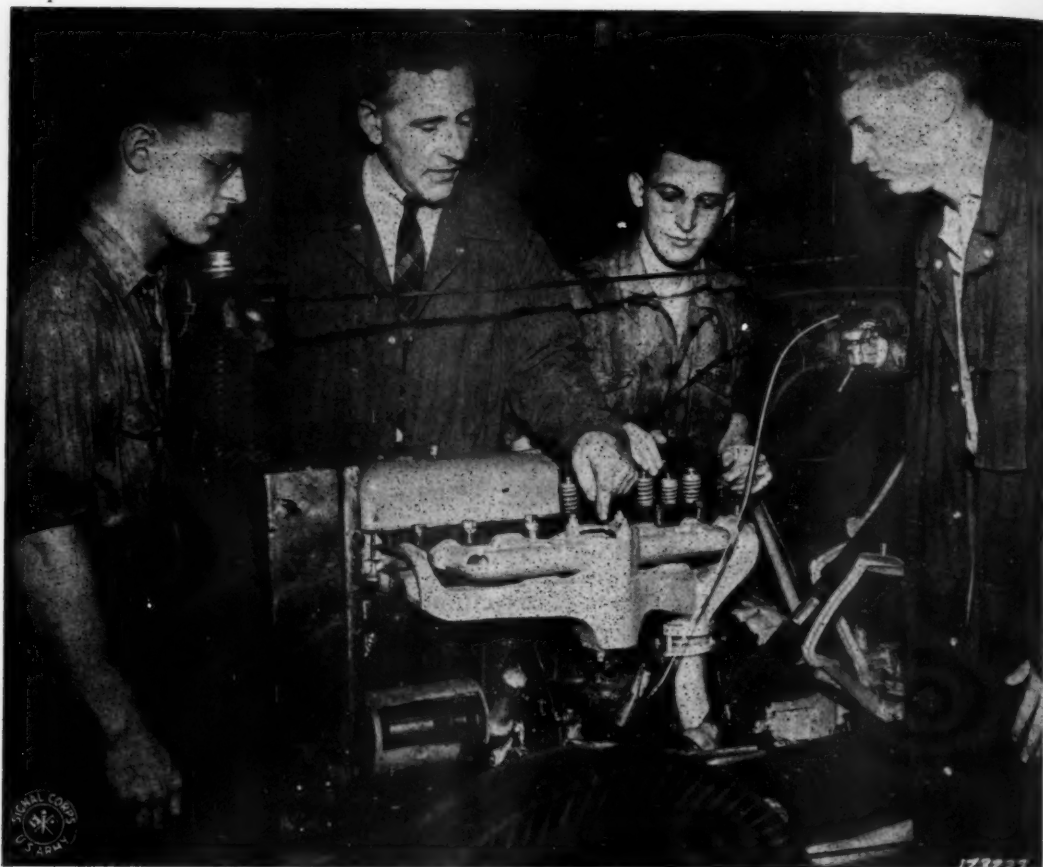


Photo: U. S. Army Signal Corps

What Does the Army Expect from the Schools?

THIS NATION'S EDUCATIONAL SYSTEM is the greatest in the world. It represents not merely an investment of money, but of time and above all, of brains. Its past success is measured in terms of the vast economic, social and intellectual development of this great democracy. The shaping of the future lies largely in the hands of educators. At this critical moment in our Nation's history, education has a special role to play. In the hands of educators is the opportunity to provide every youth with those qualities of mind, body and spirit which will enable him to take his place in winning the war, and in living and building in the future.

By BRIG. GENERAL JOE N. DALTON
*Director of Personnel,
Army Service Forces*

Teachers and military men alike are men of good will. Educators want schools to serve the Nation in its direst emergency; the Army, fighting for the future, wants schools to produce men able to live in that future. But questions arise. Is English a "peacetime" course? Should it be dropped or cut to three years or two or one? What about the social studies, mathematics, science, shop? What honestly equips youth for a place in winning the war and what, under the severe scrutiny demanded, must

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be temporarily side-tracked? Do the necessities of war mean a generation brought up on Army-centered education? What about winning the peace and preparing youth with the vision to live intelligently in a post-war world?

Clearly a line would have to be drawn between the inescapable demands of today and the important needs of tomorrow. But not until men had been trained, not until battles had been fought, not until the Army itself had tested its resources for training could the exact needs for pre-induction education by America's schools be known.

The Civilian Pre-Induction Training Branch of the Army Service Forces was organized to discover these needs. Staff members of this Branch and prominent educators from civilian life serving as Consultants interviewed officers responsible for training inductees, questioned many new soldiers, examined Army manuals, visited Induction Stations, Reception Centers and various training units, and collected other data. What does America's new Army need? This was the question these investigators asked over and over again. To Training officers; What are the hardest things for the men to learn? What are they lacking? How can the schools help? To inductees at every stage of becoming soldiers: What do you wish you had known in advance? What skills and knowledge and attitudes have been of most help to you? From these investigations the Army needs which can be met by schools before students are inducted have been determined.

The needs of the Army grow directly out of the nature of this war. This is a mechanized war. This is a specialist's war. This is a mobile war. This is a global war. This is a war of machines but the machines are ridden by men. And above all, war is new for America—this war, any war. The job schools can do for the Army flows directly from these imperatives.

To these must be added one other imperative . . . that this is an expensive war, costly in the most precious of all coin. For it uses men, millions of them. It uses so many that the 16- and 17-year-olds now sitting behind school desks are slated, almost all of them, to go directly into the

Armed Forces when they reach the age of 18. By the time these boys are 19 or 20 many of them will be meeting the Japanese with rifle and bayonet or facing the ferocity of German panzer divisions. This is an extreme change which puts new and high priorities on what the schools must do in the relatively short time that their students will be with them.

What are these priorities? A careful analysis of Army life, of Army organization, of Army training, of Army fighting, shows the following needs which can be met by schools prior to a boy's induction:

Every prospective inductee must understand the issues of the war and what is at stake. No man can give his best unless he believes in what he is doing. The 16- and 17-year-old boy must know how this war came about, who our enemies are, who is fighting on our side, what it would mean to our way of life if we lost, what it can mean to humanity if we win.

Every prospective inductee must understand the nature of military life. No man can give his best who is bewildered and anxious, or buoyed up by false hopes that are doomed to crash. The 16- and 17-year-old boy must know, therefore, the step-by-step procedures at the Induction Station, the Reception Center, the Replacement Training Center and other steps on his way to becoming a trained fighting man. He must know in advance something of the organization of the Army, how it fights, and how Army life differs from and is similar to civilian life.

Every prospective inductee must be physically fit. The most courageous soldier, the most highly trained specialist, is only dead weight to his comrades if illness strikes him because he does not know how to keep well. The physical defects of each 16- and 17-year-old must be corrected before his induction, if they can be; each boy must be developed to the peak of his physical capacities; and he must have those insights, attitudes, and habits of good health that will enable him to fulfill his mission as a soldier.

Every prospective inductee must have command of basic language skills. The Army has set the basic literacy requirement as being equivalent to at least fourth grade level, but more than this is needed.

Communication is an integral part of all military action. Every 16- and 17-year-old boy must have functional reading, listening, speaking and oral skills so that he can communicate with exactness, clarity and dispatch.

Every prospective inductee must have command of basic computation skills. These are necessary for the performance of the duties of every soldier. Most 16- and 17-year-olds will need for their Army duties, not higher mathematics, but a good control of simple arithmetic abilities.

The Army needs competent, efficient specialists. Nine out of ten men inducted are trained for specialized tasks; the men engaged in actual combat as well as those who support the fighting soldiers must be so qualified. This means that every 16- or 17-year-old must have either an occupational skill or a manipulative ability on which the Army can build to meet its needs for specialists.

In addition to giving this background to all physically able 16- and 17-year-old boys, schools can help in one other important way: those boys who score in the upper 20% or so of the national norms of scholastic aptitude tests are likely to be eligible for and needed in the college classes of the Army Specialized Training Programs: (it is not possible to give exact percentages because the number will vary with the military situation). The more able students in high school will need training over and above what has already been indicated to be fully prepared for the part they may play in Army life. They must have as sound and as full a background in mathematics, sciences, English, history, and languages as the high school can provide. Of course, all students who have good intelligence and other leadership qualities will have an opportunity to compete for assignment to Officer Candidate Schools. All will also have an opportunity to demonstrate their qualifications for assignment to Army Specialized Training in colleges. These opportunities will be available regardless of the original assignment in the Army.

What the Army Does Not Want

What the Army expects from the schools can be further indicated by stating what it

does not expect. It does not ask for the mass production of robot pre-soldiers; our men must have initiative, resourcefulness, thinking powers that will operate in unpredictable emergencies. It does not ask that everyone be forced into one technical mold; every soldier must be skilled but he can find his way of serving his country in any one of the Army's more than 650 occupations. It does not ask that programs which have no "war sound" be squeezed out of the curriculum; the Army makes no suggestions about many areas which have value for promoting adolescent growth simply because these bear no immediate relation to the one thing the Army has the right to be concerned with: its own needs.

To sum up, realism demands that every 16- and 17-year-old be given the chance to acquire the information, skills, and attitudes that will prepare him specifically for the Army life he will soon live. It demands that the most effective ways of teaching be used—films, records, work experiences, discussions, special short-time courses . . . whatever will do the training job best. Realism demands that no prospective inductee be missed—regardless of his grade level, of when he leaves school, of what his program would be in normal times, of the number of scheduling readjustments which must be made. It demands that schools use every resource that can be made available—their libraries, their club programs, existing courses modified to meet Army needs or practical, down-to-earth new courses created just for this purpose, community training facilities, cooperative arrangements with industry . . . whatever will facilitate the production of alert, responsive, basically educated students, prepared quickly to absorb and apply the military training in the assigned fields.

On the basis of known facts, the Army can now say to the schools, "These are our present needs." In a number of pamphlets it has broken these needs down into the specifics that will guide teachers in shaping their programs. The next step is for educators to show their skill and ingenuity in finding the right way of teaching so that education before induction contributes to the creation of an Army of informed, able men and women.

APPLICATION FOR HOTEL ACCOMMODATIONS

Missouri State Teachers Association Convention, St. Louis, Nov. 3-5, 1943

For your convenience in making hotel reservations for the Convention in St. Louis, November 3-5, 1943, available hotels and their rates are listed below. Use the form at the bottom of the page, indicating your first, second and third choice. Whenever possible, arrangements should be made for occupancy of rooms accommodating two or more persons; only a limited number of single rooms are available. All reservations are to be cleared through the Housing Bureau.

SCHEDULE OF RATES

	For One Person	For Two Persons		Suites
		Double Bed	Twin Beds	
American Hotel	\$2.00-\$2.50	\$3.50-\$4.00	\$5.00-	
Chase Hotel	\$3.00-\$3.50	\$5.00-\$6.00	\$6.00-\$7.00	\$14.00-\$16.00
Claridge Hotel		\$4.00-\$5.00	\$5.00-\$6.00	
Coronado Hotel	\$2.75-\$3.00	\$4.50-\$5.50	\$6.00-\$8.00	\$ 7.00-\$15.00
DeSoto Hotel	\$2.65-\$3.65	\$4.00-\$7.00	\$4.80-\$10.00	\$10.00-\$12.00
Jefferson Hotel	\$4.50-\$5.00	\$4.50-\$6.00	\$6.00-\$8.00	\$12.00-\$20.00
Lennox Hotel	\$3.50-\$5.00	\$5.00-\$6.00	\$5.50-\$7.00	
Majestic Hotel	\$2.00-\$2.25	\$3.00-\$3.25	\$4.50-	
Mark Twain Hotel	\$2.50-\$3.50	\$3.50-\$5.50	\$4.50-\$5.50	
Mayfair Hotel	\$3.00-	\$4.00-\$6.00	\$6.00-\$6.50	
Melbourne Hotel	\$3.20-\$4.20	\$5.20-\$6.30	\$6.30-\$8.30	\$ 8.30-\$15.00
Park Plaza Hotel	\$4.50-	\$6.00-	\$6.00-\$9.00	\$10.00-\$15.00
Roosevelt Hotel	\$3.00-	\$4.50-	\$4.50-\$5.00	
Statler Hotel	\$2.75-\$5.00	\$4.50-\$7.00	\$6.25-\$6.50	
York Hotel		\$4.00-\$4.50	\$4.50-\$5.00	

H. H. Seidell, Chairman
Housing Bureau, Missouri State Teachers Association
910 Syndicate Trust Bldg. (1)
St. Louis, Mo.

Please reserve the following accommodations for the St. Louis Convention, Nov. 3-5, 1943.

Single Room ☐ Double Bedded Room ☐ Twin Bedded Room ☐ Suite ☐

Rate: From \$..... to \$..... First Choice Hotel.....
Second Choice Hotel.....

Number in Party Third Choice Hotel.....

Arriving at Hotel Nov. Hour A.M. P.M. Leaving Nov.....

Names and addresses of all persons for whom you are requesting reservations. The name of each hotel guest must be listed.

Name Address

Name Address

Name Address

Your name

Address

City and State

If the hotels of your choice are unable to accept your reservation the Housing Bureau will make as good a reservation as possible elsewhere.

OCTOBER, 1943

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Albany's Junior Red Cross At Work

"MY COUNTRY, 'Tis of Thee, Sweet Land of Liberty, Of Thee I Sing." This quotation from the all inspiring American song gives expression to an unseen army of loyal Americans—the Army of Junior Red Cross Workers in America.

The Junior Red Cross has received splendid cooperation from all public schools, and teachers have welcomed the opportunity to work in a functional patriotic project.

The children in Albany last year chose the Thanksgiving season for their first contribution. At that time through every child in our system contributing a small "Thanksgiving Gift" of money ranging from one cent to fifty cents, a total sum of eighteen dollars and thirty-two cents (\$18.32) was donated to the Junior Red Cross Fund.

The second project of the boys and girls was the completion of an afghan to be made from scrap yarn. Forty children from the upper grades knitted the squares, sewed them together and bordered it with crocheted edge. The afghan required approximately two hundred squares. The children were so pleased with the first one that they finished a second.

Twenty-four very interesting scrap books were compiled by grades two, five and six. The scrap books consist of cartoons and cross word puzzles. These were used for convalescent soldiers to help provide variety in their long hours of recovery.

Thirty-six memo pads with pencils attached were also supplied by the sixth grade children. Also included were twelve very attractive writing boards.

The entire group made a contribution by supplying five hundred individually decorated paper napkins sent for delivery

By VIRGINIA E. GEORGE
Elementary Principal
Albany

at Halloween and Easter time. The Christmas season provided an opportunity for sharing with the needy children of the world, the material blessings of America. Fourteen boxes were filled for this shipment.

The little fingers of the first grade found an opportunity for service too—at least they made twenty-five beautiful book marks.

The last project of the year was the making of cushions and card table covers.

In addition to the above war work the children have planted one hundred thirty-seven seed boxes at school, placed them in the bright sunny windows in their school rooms and produced through careful guidance of their teachers hundreds of tomato, cabbage, and pepper plants. The children were given a typed sheet to keep during the summer on the actual food produced in their victory gardens from their plantings at school.

This fall, an exhibit in the form of a fall garden display will be held at school. Perhaps nothing inspires further positive action along some desired work like satisfactory completion of something evidenced.

I believe the spirit expressed by Albany's School Superintendent, Mr. Arvol A. Adams, expresses the spirit of every American school child and the teachers. He said, "School work has not been slighted in order to do these various war tasks; it is in addition, we are willingly doing two tasks where we formerly were responsible for one." After all education is life

State Superintendent Commends Junior Red Cross

As State Superintendent of Public Schools in Missouri, I can say that I have had close personal contact with the Junior Red Cross work. I recommend this as a worthy project for school children. They are taught to be of service to others, to help in the war effort, and to understand something of the American Red Cross. I feel that any support given to this organization will be effort well spent.
(signed) Roy Scantlin
State Superintendent
of Schools

education is enriched by having the opportunity to teach first hand thrift, dignity of labor and love and duty to our country.



Albany's Junior Red Cross prepared one hundred thirty-seven seed boxes at school.

A Good Investment is a

War Bond

Buy One TODAY!

Results of the Spring Thaw

IN PURSUANCE WITH THE EMERGENCY modifications in our entrance requirements, Washington University (St. Louis) admitted into the Spring Term a number of high-school seniors who had not entirely completed their requirements for graduation from their secondary schools. As we all know, there has been spirited debate as to the wisdom of encouraging selected students to accelerate their education in this manner. The facts are, however, that many students did enter college last year in accordance with this wartime plan, and the reality also remains that the past year witnessed a rather noticeable thawing out of traditionally frozen admission requirements. In the thought that the results of the Spring thaw at a representative university may be interesting and instructive, I shall contrast the achievements of the high-school graduates with those of the non-graduates for their first semester of work at Washington University.

In the Spring Term, 135 high-school graduates (78 men, 57 women) and 30 non-high-school graduates (27 men, 3 women) entered our College of Liberal Arts, and 85 high-school graduates (all men) and 36 non-high-school graduates (all men) entered the Schools of Engineering and Architecture. The non-graduates entering the College had, in general, completed 14 units of work, or 7 semesters of attendance in high school. The non-graduates entering the Schools of Engineering and Architecture had completed 3 units in mathematics ($1\frac{1}{2}$ in algebra, 1 in plane geometry, $\frac{1}{2}$ in solid geometry), and, in addition, 11 other units ordinarily accepted toward high-school graduation. All such students were recommended by their high-school principal as to their ability to carry college work, and such recommendation implied that they ranked in the highest third of their class, though it is not to be inferred that they were the top-ranking students in that group.

The following tables show the comparative achievement of the high-school graduates and the non-graduates during their first semester of college work:

By WM. GLASGOW BOWLING
Dean, College of Liberal Arts
Washington University
Saint Louis

TABLE I. COLLEGE

Comparative academic achievement of high-school graduates and non-graduates for their first semester of work in the College of Liberal Arts.

Achievement category	High-school graduates	Non-high-school graduates
Failure to lower than average	31.93%	34.48%
Average to better than average	30.25%	24.13%
Better than average to good	7.56%	10.34%
Good to superior	17.64%	24.13%
Distinctly superior	12.60%	6.89%

TABLE II. ENGINEERING AND ARCHITECTURE

Comparative academic achievement of high-school-graduates and non-graduates for their first semester of work in the Schools of Engineering and Architecture.

Achievement category	High-school graduates	Non-high-school graduates
Failure to lower than average	48.10%	36.11%
Average to better than average	15.18%	19.44%
Better than average to good	8.86%	22.22%
Good to superior	17.72%	22.22%
Distinctly superior	10.12%	.00%

These comparative tables tell their own story, and need little interpretation. If it should be felt that an unduly high percentage of the graduates as well as non-graduates finished their first semester in the category from failure to lower than average, it should be remembered that college men during the past year pursued their education amid confusion and disturbing uncertainties as to the time of their

call to active duty in the armed forces. By and large, the results of the Spring thaw at Washington University indicate that the students who entered before having en-

tirely completed their high-school requirements maintained their own with the high-school graduates.

Receives E. M. Carter Memorial Award

THE THIRD PERSON TO RECEIVE the E. M. Carter Memorial Award is Miss Marguerite Frances Hutchison of Syracuse, Missouri. This award which carries with it the cash sum of \$100.00 was established by the Executive Committee of the Missouri State Teachers Association on October 12, 1940, and is to serve as a reminder of contributions to public education made by E. M. Carter during his life—twenty-five years of which was spent in the service of the Missouri State Teachers Association as its executive secretary.

Miss Hutchison has made her home in Cooper county where she received her elementary education in a rural school. She graduated from the Tipton high school in 1929 and then entered Central College on a scholarship. Further college work was done at Central Missouri State Teachers College and the University of Missouri. She received the degree of B. S. in Education at the University of Missouri in the summer of 1938. Her Master's Degree was awarded to her this last June by the University. While working toward the requirements for her Master's Degree at the University, she was a graduate assistant in the primary unit of the Laboratory School.

Miss Hutchison taught in a rural school in Moniteau county in 1930-'31. Her next teaching experience was in the Bunceton public schools from 1931 to 1937 as a teacher of intermediate grades. Since 1937, she has been a teacher of the second grade in the Boonville public schools. The award which Miss Hutchison has received is made by the teaching profession of the state to recognize past demonstrated teaching ability, advanced and superior preparation for the profession, and high promise of professional success in the future. The recipient is selected by a vote of the Faculty of Education of the University of Missouri.

Miss Hutchison is teaching in the Webster Groves public schools this year. She



Miss Marguerite Frances Hutchison

is the second of the E. M. Carter Memorial awardees to be given a teaching position in that system—Miss Marian Fickas, last year's selection by the University Faculty, having also been elected to teach at Webster Groves.

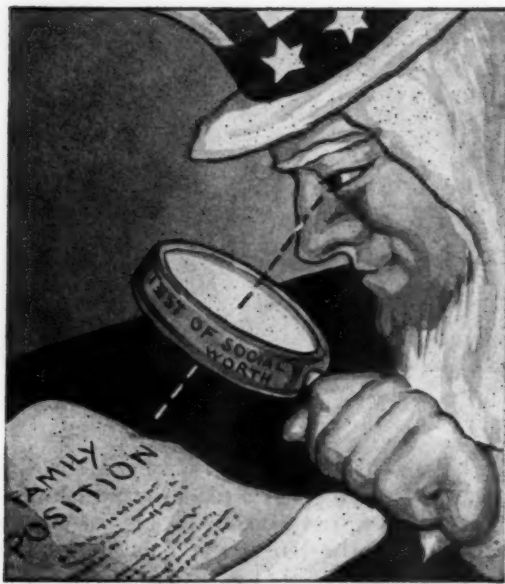
In writing of the award Miss Hutchison states:

"It is particularly appropriate for an award to a classroom teacher be made as a memorial to Mr. E. M. Carter. He evidenced his interest in our welfare and professional advancement during his years of service in the Missouri State Teachers Association. I not only consider it an honor to be given the award but also an obligation to make a definite contribution to education."

Best Families

INTO OUR LANGUAGE has crept the expression, "Best Families." This is a good authentic title, as long as an erroneous definition is not applied to the word "best." Too often it implies that particular family happens to possess a large quantity of material wealth. When this meaning is applied, the expression becomes obnoxious to democratic Americans of today.

Rural communities and large cities are not well acquainted with this conception of the best family. In these two brackets of living, the people are busy; too absorbed mentally and physically to care much about family classifications. The first are separated by wide open spaces between



homes and the second by a lack of space between homes. In both situations individuals strive for the preservation of their species.

The small town seems to be the chief offender. There have been instances where newcomers were delicately instructed by helpful citizens to "get in" with the "best families." This is a ridiculous attitude and is absolutely funny as long as it dominates only the social life of a community. If it should sneak its way into the public school it would become serious and disgusting.

By MRS. INEZ CLUBB
Arab

Only teachers, aided by the spirits of Abe Lincoln, Madame Curie, Samuel Johnson, Louisa Mae Alcott, Andrew Jackson, The Lord Jesus, and millions of others, can guard the schoolrooms of the United States from this false idea of the "best."

We are all familiar with that phrase of identification, "belonging to the best families." No matter how casual the remark, when I hear that someone belongs to one of the town's best families, I always stop and think. What if the family possesses wealth and social and political prestige! Is that enough? Is any church aided by their presence or money? Could their political convictions be swayed by money or favors? Would they give themselves for the honor and protection of all that is good and noble in this great land of ours? Before any family can be termed the best, these and similar questions must be answered. In my opinion, the American family that is really best consists of members who possess the love of God in their hearts, and who have an honest respect and compassion for the rights of all individuals living upon this globe.

Look at our fighting men. Which homes produced the best? Who would dare to attempt an answer to such a question? They are all the best! Only brave fathers and courageous mothers could bear and rear such brave soldiers and sailors. There are men from poor homes who ask for deferment for trivial reasons; and men from prosperous homes sometimes fish for social and political "shelves" for the duration. They are men from the worst homes, regardless of financial and social rating.

From the best homes, rich and poor,
come the brave men of Bataan, the sailors
of Midway, the boys in the jungles of New
Guinea, and the men on the scorching
sands of Africa.

Look about you, teachers! Do your own observing. Be careful in your selection of the best families. A best family may reside in a mansion or in a one-room hut. Of

one thing you can be certain: cleanliness, honesty, fair dealing, and a love for God and mankind will be there. A best home was once presided over by a widowed mother. She had no time for envy, selfishness, or self pity. She was too busy. Into the lives of her five children she impressed the fact that they were rich in health, ambition, and courage. Just over a wooded hill from her humble home was a pretentious home. In it lived an only daughter with her parents. In financial and social strata the two families were miles apart, but the one daughter was given the same basic training by wise and loving parents, that was embraced by the also wise and loving widow. These children were endowed with a priceless heritage of honesty, fair play, and self support. Were they not both "Best Homes" of "Best Families"?

Let us always keep before us the fact that we are a democratic people. Material wealth belongs to one family today and swings to another tomorrow. Only ideals stay with us. The moral qualities: honesty, integrity, love of God and fellow man, are ours always, even until death. Best families consist of members possessing these qualities, and it matters not as to the size of the bank account, the elegance of the home, or the cost of their attire.

Let us pray that God will give teachers the ability to instill into children those qualities that will help every family join the army of "The Best Families."

IMPORTANT EVENTS

OCTOBER

- 22 **National Association for Nursery Education**, Boston, Massachusetts, October 22-25, 1943.

NOVEMBER

- 3 **Missouri State Teachers Association Annual Convention**, St. Louis, November 3, 4 and 5, 1943.
7 **American Education Week**, November 7-13, 1943.
14 **Children's Book Week**, November 14-20, 1943.
28 **School Broadcast Conference**, Morrison Hotel, Chicago, Illinois, November 28, 29 and 30, 1943.

OCTOBER, 1943

This ARMY
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It will amaze many to learn that Greyhound and other bus lines now carry more than half of all *intercity* passengers between cities, towns, military centers, farm and factory areas. Buses do this immensely important job on less than 3 per cent of the motor fuel used by all commercial vehicles!

Greyhound, doing the largest single share of this war job, has seen its passengers change, almost overnight, to war plant workers, men and women in uniform, farm help—and all the others whose trips are so necessary to back our fighting men in far lands.

To provide extra space on buses for men and women in the service, Greyhound is urging civilians to take only necessary trips, to avoid travel on holidays and week-ends, to take less baggage—to *buy more War Savings Bonds and Stamps*.

GREYHOUND

School Music in a World at War

THE TEACHERS OF PUBLIC SCHOOL MUSIC whether in the elementary or the secondary school may find themselves in a quandry as to the exact status of public school music in war time. The terms "music in the victory corps," "music in the national effort," as well as other terms connecting music and the war effort will naturally cause the teacher to wonder if the traditional ideals of public school music have been suddenly discarded and new ideals conjured to justify the existence of music.

If such is the case, the teacher naturally finds herself in the very uncomfortable position of having devoted a lifetime in preparation to do a thing that suddenly loses its meaning and vitality. She has the feeling that she is a parasite preying on the lifeblood of a nation needing the full use of all its resources in a war to retain the things that make America the land of hope and promise for the world.

If such is the case, then the teacher has never had a true concept of music. The values of music are as vital today as ever—except that they are even more so. What was once a privilege in leading the child and the public to an appreciation and enjoyment of music now becomes a patriotic duty—a vital phase of the war effort.

One cannot visit any of the many military establishments and hear our armed forces sing as they march without realizing that music is playing a great part in building spirit and morale among the boys in uniform. Where is the man past 38 who has not felt a pang of regret that other obligations prevent him from joining the "boys"?

Who has not attended a community sing that did not start with a cold impersonal audience and end with one united in spirit and good fellowship and permeated with a determination to carry on?

But what has this to do with music in the public schools?

It is a hand pointing clearly to our obligation to a people and a nation united in the ideal of democratic government. Music is recognized as one of the greatest devices we have for teaching cooperation. A choir of excellent singers is no good unless they

By L. E. HUMMEL

Fine Arts Supervisor

State Department of Education

cooperate; and are only as good as their cooperation permits. The same is true of any musical group—choral or instrumental—and the finest of these organizations are superb examples of cooperation—making the individual secondary to the welfare of the group, but in such a way that it enhances the value of the individual. Here is knowledge, skill, feeling, and group welfare united under skilled leadership in an effort to produce a thing of beauty. It is the acme of fine democratic living.

Our boys are giving their lives that such a democratic ideal may not only be a birth-right of every American, but that it may be extended to other peoples. The least we can do as music teachers is to bend every effort to see that the children in our public schools are given the opportunity of participating in good music. Community sings have become vital in the development and maintenance of civilian morale—to the development of a spirit of unity. A period of community singing should be a part of every program—musical or otherwise.

Since the school greatly affects the home, what you do at school takes on an added importance. No assembly should be without a portion devoted to community singing. Where the music teacher has recommended this before it now becomes her patriotic duty to insist that it be done. Some schools are arranging their schedules so that all students participate in a general community sing at least once a week.

The goals for instrumental and vocal music in the past remain the same goals today. The only difference is one of application. Instead of using the band and drum corps for *good will* trips they are now used for bond drives, scrap drives, and welcoming and farewell demonstrations for our armed forces. The singing of patriotic and stamp and bond songs has greatly increased the sale of stamps and bonds in schools which have used singing for this

purpose.

Schools are finding that a good music program has a very stimulating effect upon the building of school morale. Discipline problems are less; class work and spirit better as a result of the feeling of good fellowship and unity generated by wide musical participation.

Every person has his own instrument when it comes to singing—even though it

may be out of tune. Singing, then, is of vast importance because of this fact. Through singing the teacher has an unlimited opportunity of service in building citizenship—of promoting the war effort. You will find a changed student body if it is a singing student body. It's patriotic—but above all it's the smart thing to SING!

The Separate Unit Plan for Specialized Departments

THE WARDELL CONSOLIDATED SCHOOL is proud of its physical plant. There are seven departmental buildings on the central campus. Practically all of these buildings are comparatively new, and all but two are brick structures. The agriculture building was the first unit in Missouri to be built according to the blue print developed at Missouri University in 1939. The Home Economics cottage plan is a mixture of the Arkansas State plan and several of the best plans in Missouri schools. It has a spacious living room, a four unit laboratory, a bed-room, bathroom, food storage room, and a compact office for the instructor. The building and contents represent a capital investment of \$10,000.00.

The gymnasium is a separate building, as is the music building and kitchen. The Central elementary school has been recently remodeled and two extra rooms added. The high school building was built in 1935, and an old barn which was used for the students' horses prior to the advent of transportation was made into a hot lunch dining room.

The music building was a former rural school which was put on wheels and brought three miles to the central campus. By removing the plaster from the inside walls and nailing on a new type of fiber board, this building was made into a desirable music unit and at little cost.

The locating of specialized departments into separate buildings has pointed out

By W. H. FOSTER
Superintendent
Wardell

two distinct advantages from the experience at Wardell. First, the buildings and departments can be added one at a time without incurring a heavy bonded indebtedness to the district. Second, the departments being off to themselves seem to make for greater learning progress. This seems to grow out of the fact that a certain amount of pride comes to both teacher and student from being in a building dedicated solely for one course of study. There being no distraction from other departments also helps in focusing undivided attention upon the work at hand.

The physical plant is being fully used in the community life and in the present War Effort. The departmental buildings are particularly well suited to the needs of this rural community and often times all buildings are serving the community and War Effort day and night. Civic meetings, first aid classes, Adult Evening classes, Bond Drives, Red Cross Drives, forum meetings, F. S. A. meetings, R. E. A. meetings, drainage district meetings, and numerous other informational and instructive programs are launched from the school plant. The community has grown to depend on the school for its needs.



ITEMS OF INTEREST



John L. Cross, formerly principal of the Salisbury high school, is now serving in the armed forces and is stationed at Farragut, Idaho.

Mrs. Elbridge Asbury has been named fine arts supervisor for Audrain county. This is the fifth year this program has been operated in this county. Miss Agnes Brown, acting county superintendent of Audrain county, has been the supervisor for the past four years.

Mary Virginia Robertson, formerly home economics teacher in the Annapolis consolidated schools, is now a lieutenant in the WAVES.

S. E. Holman of Keytesville has been named superintendent of schools for the Thomas Hill Consolidated District.

Uel W. Lamkin, president of Northwest State Teachers College at Maryville, took office recently as governor of the 134th district of Rotary International, administering 41 Rotary clubs in Missouri.

D. S. Merrill, high school principal, Hayti, was inducted into the Army September 1. He

is stationed at Ft. McClellan, Anniston, Alabama.

Donald Harter, assistant professor of political science in the University of Missouri, has been commissioned a Lt. (j.g.) in the Navy. Mr. Harter formerly was with the International Labor Office at Geneva, Switzerland.

Mrs. Mildred Wallace, who has taught in the Albany high school the last five years, has accepted a position as dean of women at the junior high school in Peoria, Illinois.

Glen E. Barnett, formerly principal of an elementary school in the Boonville public school system and recently a teacher in the University Laboratory school, has been commissioned an ensign in the U. S. Navy.

Dr. Barnett received his Doctor's Degree from the University of Missouri last July.

H. C. Kinder, newly elected superintendent of Washington county schools, reports that one-third of the rural teachers in Washington county are beginners. Mr. Kinder reports a complete corps of teachers.

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William Park Hotchkiss, chairman of the department of history and political science and a member of the faculty since 1937 at the University of Kansas City, has accepted a position as associate professor in the department at Syracuse University. He left August 21 for his new position.

C. E. Moffatt, music supervisor of the Bolivar public schools, has been named to a similar position at Buffalo. He is a brother of **Chester Moffatt**, formerly music supervisor of the Buffalo schools and now teaching music in Springfield.

Wilma Sutton Wallace, a member of the Annapolis consolidated school faculty last year, is now serving with the United States Marines.

Robert Ward, who was head teacher at the Border Star school of Kansas City last year, is now principal of the Leeds school. Mr. Ward received his Master's Degree from the University of Missouri this summer.

Sadie M. Hunt, teacher of English and mathematics in the Elsberry high school for the past eight years, is teaching English in the Wapello high school district in Iowa. This is the second largest consolidated district in the state.

Leon Couch, principal of the Lamar high school last year, is now serving in the Army.

Paul Linn, teacher of mathematics in the Lamar high school, has been promoted to the principalship to succeed Mr. Couch.

Florence Keller of Springfield has been elected first grade teacher for the Buffalo elementary school.

Margaret Van Trump has been elected as Girls' Physical Education teacher in the Camerton high school.

Charles Burke, physics instructor at the Kansas City Junior Teachers' College, has been commissioned a Lt. j. g. in the Navy and is now stationed at the Anti-submarine Warfare Instructions School at the Navy Yard, Boston, Massachusetts.

Louise Zimmer, a teacher at the Bryant school last year, has been made principal of the Carlisle school of Kansas City.

Ted Windes, formerly superintendent of schools at Lamar, is now serving with the U. S. Navy. He has received a commission of Lt. (j. g.).

C. D. Snodgrass, superintendent of Miller county schools, reports that the rural teachers of this county have an average of fifty-eight college hours. Four rural teachers are without college work. The salary for rural teachers averages \$90.00 per month.

Suler Ryan, teacher of mathematics in the Lamar high school last year, is now serving as an ensign in the U. S. Navy.

May Lambader has been named head teacher at the Manchester school of Kansas City. Miss Lambader taught seventh grade at the Woodland school last year.

Walter B. Cocking, formerly dean of the College of Education at the University of Georgia has been named managing editor of the *School Executive* magazine. Dr. Cocking, from 1925 to 1927 worked in the St. Louis schools.

Roy T. Davis, at one time associated with Stephens College, was recently elected president of the Association of American Schools of Latin America. He left the United States on September 15 for a six-month's inspection tour which will take him to every Latin American country. His mission will be to inspect the schools and to confer with educational leaders.

Keith Requa, teacher of aeronautics and science in the Glasgow high school for the past two years, has been commissioned an ensign in the U. S. Navy and is now taking advanced training at Harvard University.

France Wells has been elected teacher of science to succeed Mr. Requa.

Merle Muhrer, formerly teacher in the Kirksville State Teachers College, has been appointed to teach in the chemistry department of the University of Missouri. Professor Muhrer will continue working on his Doctor's Degree.

Mrs. Della Allen, formerly principal of the Turney schools in Clinton county, has accepted a position in the Hamburg, Iowa, high school where she will teach English and coach dramatics.

George S. Knight, who for the past two years has served the Camdenton high school as principal, has resigned to accept a position with the United States Railway Mail Service, which he will hold until he is accepted by the armed forces.

SCHOOLS AT WAR HANDBOOK AVAILABLE

The 1944 issue of the *Schools at War Handbook* is now available from the Education Section, War Finance Division of the U. S. Treasury Department at Washington, D. C.

This new reference book of suggestions for school administrators and teachers should be read by every public school instructor. It gives pertinent information on your war stamp and bond sales program, details of the new sea, air, and land jeep campaign, improving school public relations, and includes a fine list of new publications that will be of interest to educators.

Elgin Dermott, formerly county superintendent of Barton county schools, has been named to the position of superintendent at Lamar.

Patric O'Keefe was made acting director of Health and Physical Education in the Kansas City public schools. **Harley Selvidge**, coach at Paseo High School, was named supervisor of men's Health and Physical Education and Athletics, and **Miss Helen Fahey** was named a supervisor.

Mary Elizabeth David, teacher at the Georgia Brown Blosser Home for Crippled Children at Marshall the last seven years, has resigned and is teaching in the public school system at Carrollton.

John L. Wells, superintendent of the Glasgow schools for the past five years, has been commissioned a Lt. (j. g.) in the Navy and is now serving over seas.

John R. Smart, Jr., is principal of the Glasgow high school. Mr. Smart has been a teacher in the high school for the past two years. He succeeds **Mac E. Coverdell** who was promoted to the position of superintendent.

Millard M. Fowler is now instructor of printing at Haskell Institute, Lawrence, Kansas. He formerly taught at Manual High and Vocational School, Kansas City.

Mrs. Lydia Tharp of Tindal has accepted a position of upper grade teacher in the Brimson school.

Wayne T. Snyder, principal of the Jefferson school in Kansas City for the past five years, has this year been assigned as principal for two buildings. He now serves the Seven Oaks and the Edwin C. Meservy schools.

Ralph Kottkamp, a teacher in the Roosevelt high school in St. Louis, has been appointed assistant professor of biology at Westminster College.

Emmet J. Canady, mathematics instructor at Kansas City Junior and Teachers College, was commissioned a Lt. s. g. in the Navy and is now stationed at the Anti-Submarine Warfare Instructors school, Navy Yard, Boston, Massachusetts.

ATTENTION EDUCATORS

May we send you our free set of Bulletins? They may help you with your counseling program. Young men need your assistance in selecting a vocation. Know the facts about Ranken courses and opportunities. The school has helped thousands of young men get the right start in a technical career. With your cooperation others may be privileged to receive assistance through our endowments. **RANKEN IS NOT OPERATED FOR PROFIT.** Write today for set of Bulletins No. 10.

THE DAVID RANKEN, JR., SCHOOL OF MECHANICAL TRADES

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Ida Gnuse of Ewing has accepted the position as social studies and science teacher in the Grove Springs high school according to word from **Mrs. Hazel Ponder**, superintendent of Laclede county schools.

Mrs. Ponder states that the schools of Laclede county, both elementary and high school, have been able to complete their faculties.

W. L. Smith has been employed as superintendent of the Alton school.

Charles W. McLane, formerly assistant professor of education at the University of Missouri, was recently named to a new position with the Army Air Forces preflight school at Ellington Field, Texas. Lt. McLane is now the new assistant director of Academic Training for this school.

Previous to this Lt. McLane had served as supervisor of instruction, bombardier wing, and property officer of the Academic Training Department.

Norma V. Scheidemann, well-known author and lecturer in the fields of psychology and special education, has joined the faculty of Washington University's evening division, University College, Acting Dean Willis H. Reals announced recently.

Dr. Scheidemann is the author of several textbooks, including two volumes of "The Psychology of Exceptional Children," published by Houghton-Mifflin, "Experiments in General Psychology" and "Demonstrations in General Psychology," both published by the University of Chicago Press. She received her Ph.D. degree at Iowa State University and later headed the Department of Psychology at Des Moines University. She has been Acting Psychologist at the Cook County Psychopathic Hospital in Chicago and last summer was Director of Graduate Work in Special Education at the University of Michigan.

Dr. Scheidemann has traveled in 54 countries and has lectured at Kings College, London; the University of Jena, Germany; University of Helsingfors, Finland; University of Calcutta, India; and the Imperial University of Japan in Tokyo.

Anna F. Edwards, principal George B. Longan school, Kansas City, has been appointed state representative for the Department of Elementary School Principals of the National Education Association. This appointment was made by the president of the NEA Department, Sarah L. Young.

Lt. (j. g.) J. J. Dougherty, graduate of the Kirksville State Teachers College and formerly athletic director and coach in the Mountain Grove high school, is serving as gunnery officer on a merchant liberty ship in the Atlantic.

Mrs. J. J. Dougherty is teaching social studies in the junior high school at Mountain Grove.

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Gertrude Young, who has taught the second grade for the past several years in the Princeton schools, has resigned to teach at Rockfall, Illinois. Mrs. Gertrude Collings has been elected to fill the vacancy.

Mrs. Helen Brydon Bridges, a teacher in the Arbyrd school for sixteen years, has recently been appointed postmaster at Arbyrd.

Mrs. Bridges took an active part in 4-H Club work in her community and coached athletic teams for many years.

Mrs. Margaret Younger, teacher at the Rogers school in the suburbs of Cameron, has resigned to accept a position in the Goodrich grade school of Cameron.

Martha Holtzapple has been elected to the position at Rogers school.

Mrs. Anna Yancey, formerly teacher in the Argyle school in Osage county, and more recently in the office of the Meta Farmers Exchange, has accepted a position as teacher in the intermediate grades of the Meta public schools.

CO-EDUCATION BANNED

Soviet Russia has decided that co-education for 8-year-olds and up is not such a good idea and will now maintain separate schools for the two sexes.

TEACHING IS "ESSENTIAL" OCCUPATION, NOT "CRITICAL"

Teaching in the opinion of the War Manpower Commission is still an "essential" occupation, but it is not "critical." In its latest list of deferable occupations (August 15), WMC listed instructors of vocational education as "critical"—that is, they may be deferred by their draft boards, provided they stay at their posts.

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RELIGIOUS INSTRUCTION

Religious instruction for every student desiring it will become a daily part of high school work in Salt Lake City. The instruction will not be given in school buildings, but in quarters provided by churches. No scholastic credit will be given for this work.

The school board ruled that "upon written request of parents" high school principals must "release students to attend classes in religious education to the extent of one class period per day."

POOR MEN'S SONS TO

RICH MEN'S SCHOOLS

Herbert Morrison, England's No. 2 statesman, recently proposed equal educational opportunities for all English children. He took a whack at the "old school tie" and said: "Personally, I hope that we shall be able to move toward a state of affairs in which the basis of our whole system will be a common primary school education for all, as it is in so many other highly developed countries. I think that it is not any solution of the secondary schools problem to send a few more poor boys to the rich man's schools."

Build the Future WITH BOOKS

This is the timely theme of Children's Book Week 1943. Here are the new Lippincott and Stokes library books approved by the Missouri State Teachers Association to help both teacher and pupil build the future America for which we are now fighting. Put these titles on your next order list.

THE JUMBO SAMBO

By Helen Bannerman—One handy volume of six of the very popular Bannerman stories that have sold in the scores of thousands in the schools of America. (Grades 1-3) R. C. price \$1.83

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By Dorothy L'Hommedieu—Marguerite Kirmse's delightful illustrations complement this charming story about the latest addition to a distinguished group of lovable pups. (Grades 1-3) R. C. price \$1.48

THE RETURN OF SANDYPAWS

By M. Forster Knight—Mr. Tittlewit and his friends organize an insect zoo and raise sufficient nuts to ransom an unlucky rabbit. Middle-grade readers. Illustrated. R. C. price \$1.48

"JUMP LIVELY, JEFF!"

By Ada Claire Darby Illustrated by Grace Pauli
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AFT MEMBERS BARRED FROM SCHOOL

Members of the American Federation of Teachers (AFL) were barred from Oklahoma City public school faculties in a rule adopted unanimously by the Board of Education. The resolution said that the Board believes membership in labor unions was "incompatible with the ethics and high ideals which have made teaching one of the most honored professions."

LIBRARY PROGRAM REPORT DUE

School libraries are a vital resource in the war effort. The frequent requests for information on libraries from the regular Government and war agencies, are evidence of the fact.

The U. S. Office of Education is collecting data needed for formulating library programs. Superintendents, who have not already done so, can help this timely project greatly by filling in the information called for on Form 8-070 (1942), School Library Statistics, 1941-42, and forwarding the blank promptly to the Office of Education, as data for the study will be summarized early in the school year.

LAMAR HIGH SCHOOL OFFERS MILITARY TRAINING

The Lamar high school will offer military training for its students this year under the direction of Lt. Huber Logue, according to an announcement from Miss Mona Brown, physical education teacher in the Lamar school. The course in military training begun last year has proved very successful in the school.

GENTRY COUNTY EMPLOYS THREE FINE ARTS SUPERVISORS

Gentry county has employed three fine arts supervisors according to word from county superintendent Marian Lunsford. The three supervisors are Mrs. Lucille Shelby of Albany, Mrs. Lenora Lewis of Stanberry and Mrs. Lucille Marlow of King City.

All of the rural teachers of Gentry county are women according to Mrs. Lunsford and thirty-two of the fifty-six are married.

STATE DEPARTMENT PUBLISHES BULLETIN OF WARTIME PROBLEMS

The State Department of Education published recently a bulletin dealing with "War Problems and Responsibilities of Missouri Schools."

As indicated in the foreword by State Superintendent of Schools, Roy Scantlin, "This volume represents a sincere effort on the part of the State Department of Education to assist the administrators and teachers of Missouri in their task of developing effective fighting men, war industry workers, nurses and pre-service trained youth in every area essential to the war effort and to happy and efficient living in the world of peace to come."

CENTRAL MISSOURI STATE TEACHERS COLLEGE HOMECOMING

The Central Missouri State Teachers College is planning its annual homecoming for October 8, 1943. The Alumni Business Meeting will be held in the student lounge at 5:30 p. m. This precedes the dinner scheduled for the College Dining Room at 6:00 p. m. The dinner tickets are priced at \$1.00.

Governor Forrest C. Donnell will be the principal speaker at the dinner meeting.

Arrangements have been made for a football game and a homecoming dance. The football contest will be staged between CMSTC and Missouri Valley College.

For dinner reservations write Elizabeth Daniel, Alumni Secretary, CMSTC, Warrensburg, Missouri.

STUDY OF SONNETS PUBLISHED

The Sonnet on the Sonnet, which appeared in the July issue of the South Atlantic Quarterly, is the title of a recent study made by Elijah L. Jacobs, author and associate professor of English at the Central Missouri State Teachers College. Generous quotations are given of the finest sonnets on the sonnet, accompanied by a scholarly analysis and interpretation of the theory upon which this type of versification is constructed.

NATIONAL ASSOCIATION FOR NURSERY EDUCATION MEETS IN BOSTON

The National Association for Nursery Education is holding its 10th Biennial Meeting in Boston, Massachusetts, October 22nd to 25th, with headquarters at the Hotel Statler. This will be a work study conference on "The Community Serves the Child in War and Peace." Registration opens the morning of October 22nd, and the first general session will be that evening on the topic, "The World Picture and the Implications for Education."

The subsequent sessions will consist of study groups which will discuss child development problems based on actual case histories of various communities. Special features will include curbstone meetings, educational exhibits, and a public relations booth.

ELEMENTARY SCHOOLS— THE FRONT LINE OF DEMOCRACY

On September 15 the National Association of the Department of Elementary School Principals published its Twenty-second Yearbook under the above title. This 352 page publication is rich with descriptions of programs and procedures and the book should be read by every elementary principal and elementary teacher.

The three-member editorial committee with one member, Miss Mata V. Bear, principal Roe school, St. Louis, working in our state has set forth in the preface the following lines which give an insight into this new publication.

"This yearbook explores the meaning of democracy and the purposes of elementary education with respect to citizenship building. It describes many actual programs of citizen-

SCHOOL AND COMMUNITY

ship education that have passed the grueling test of actual use. It indicates some of the ways in which pupil growth in citizenship traits can be measured. It identifies some of the hallmarks of effective citizenship programs. Each article usually is focused so directly on a single activity, or related group of activities, that each practice stands out in bold relief."

Among the many topics presented is the one entitled "Glimpses of Democracy in Various Schools of a City System." The discussion of this topic was written by the Kansas City Missouri Elementary School Principals Association under the chairmanship and direction of Miss Ola Wickham, principal of the Van Horn school in Kansas City.

A copy of this book may be purchased for \$2.00 from the Department of Elementary School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C.

WARREN COUNTY TEACHERS PREPARE UNIT MATERIAL ON INDIANS

Two Warren county teachers who were having difficulty in securing reference material on Indians that would be suitable for the third grade level, decided to collect the material and "write a book" that would include all the material required for Third Grade, Unit I in the state course of study.

The material was presented to county superintendent, Eli F. Mittler, who felt that it was extremely valuable. He has, therefore, made arrangements with these two teachers to have the material mimeographed and copies are made available to all teachers of the county. The two teachers who prepared the material are Dorothy Myers, teacher in the Warrenton school system and Elsie Lichtenberg, primary teacher at Truesdale.

JUST FOR FUN

Teachers Face Occupational Hazards

We are indebted to C. F. Scotten, superintendent of Pettis county schools, for the following notation on occupational hazards which he relates as happening to one of the rural teachers in his county. We give you the setting and superintendent Scotten's solution as follows:

"About the second day of school a mouse scampered across the floor and into an open drawer of the teacher's desk. She shut the drawer, and then feared to re-open it, sitting at her desk in fear and trembling of the mouse. A day or so later a large blacksnake got into the schoolhouse, and when the older children tried to kill it, it managed to get into the piano. Now she has the makings of a menagerie in the school furniture. Of course, my suggested solution was to put the snake into the drawer and let it eat the mouse!"

STRAFFORD SCHOOL DISTRICT SUPERVISES BOND DRIVE

The Strafford school district was the first division of Greene county to go over the top

GRAPHICALLY SUPPLEMENTING PERSONAL INSTRUCTION

Produced in collaboration with outstanding subject matter specialists

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in the Third War Bond Drive as reported in a clipping from the Springfield Daily News sent to us by superintendent of schools, Lawrence J. Ghan, of Strafford.

The drive in the whole district was handled by the school children and faculty. The quota of thirty-five thousand dollars was over-subscribed. This is the second time that this procedure was followed in this district—the Second War Loan Drive being conducted in this manner.

The children "beat the bushes" with many walking the country for hours to personally visit all the farms.

Mrs. Elsie Smith, commercial teacher, and other faculty members, arranged a contest between the various grades and the high school classes, with \$10.00 as the prize for the winning grade. The eighth grade turned in the most subscriptions.

HAND BOOK FOR RURAL TEACHERS

John Ed. Fuhrman, superintendent of Linn county schools, has prepared an excellent hand book for the rural teachers in his county.

The attractive twenty-page manual contains a wealth of necessary information for both new and experienced teachers. Among the many topics which it treats are those pertaining to reports, certificates, school age, grading systems, care of buildings, examinations and Reading Circle books.

LETTER WRITTEN TO SERVICE MEN

C. J. Burger, superintendent of the Washington public schools, has compiled a list of the names of the Washington high school students who have entered the service of their country. To this group of 227 Mr. Burger wrote a very informative letter covering some of the activities of the Washington public schools on the home front. He also brings them up to date regarding the Washington school faculty and points out some of the problems involved in running a good school under present day conditions. The letter reviews the athletic program of the high school and then gives the standing of the ball clubs for both the American and National Leagues.

In compiling the list Mr. Burger placed the name of a relative following each person's name who is in the service in order that persons who desired to write the men in service would know to whom they might send their letter for forwarding.

N. T. C. ROYALTY PROJECT CONTINUES TO AID DRAMA TEACHERS

High school teachers of dramatics interested in producing carefully selected plays at a reduction in royalty would do well to investigate the Royalty Project sponsored by the National Theatre Conference. A well-established activity of the Conference which has aided many schools with limited budgets, the Royalty Project this season includes these plays particularly recommended for high school production: *Arsenic and Old Lace*, *The Bishop Misbehaves*, *Death Takes a Holiday*, *The Late Christopher Bean*, *Letters to Lucerne*, *Our Town*, *Seven Sisters*, *Stage Door*, *What a Life*, and *You Can't Take It With You*. Some of

the other titles are *The Beautiful People*, *Heart of a City*, *Heaven Can Wait*, *Ladies in Retirement*, *Papa Is All*, *The Patriots*, and *Spring Again*. Reductions in royalty range from \$5.00 to \$15.00 a performance.

The National Theatre Conference is a non-profit organization composed of approximately seventy outstanding college and community theatre directors in the United States. The N.T.C. does not collect commissions or other remuneration from play leasing agents or authors. The \$1.00 certification fee does not begin to cover the administrative costs of running the Royalty Project but is supplemented by grants in aid from the Rockefeller Foundation. The National Theatre Conference is entirely a service organization which administers projects for the advancement and improvement of high school, community and university dramatics throughout this country.

The success of the Royalty Project depends considerably on the extensive support of directors of high school dramatic groups. Information concerning the amount of reductions and the procedure in obtaining them should be addressed to: Central Office, National Theatre Conference, Western Reserve University, Cleveland, Ohio.

A Helpful Hint

You might have some pupils in your room, who are lagging behind the others because of poor homework. And in some cases, no doubt, the cause for this stems from the fact that certain youngsters away from the inspiration of you and the class room, find homework a regular boredom.

... Now it so happens that War plants have had to meet a similar problem when it comes to monotonous, boring, repetitive work. And it has been discovered there that Chewing Gum has proved a real help. Workers chew Gum, enjoy the tasty, wholesome treat and both their concentration and interest in the job seem stepped up. . . . And isn't it quite possible that it could help you solve the homework problem? Also, in your recommending to your pupils to chew Gum at a specific time such as AT HOME and for a specific purpose such as to help homework, you might foster a new friendliness in establishing cooperation not to chew Gum at school.

The Makers of Wrigley's Spearmint . . . bring you this information because the demand for it exceeds our ability to produce it under War conditions, and we believe it but good business to urge that every available stick of our Gum be used only when and where the greatest benefit is derived from it.

K-100

STATE COMMITTEE ON RURAL EDUCATION CREATED

The Rural Education Section of the Missouri State Teachers Association has organized a special Committee on Rural Education. The purpose of this committee is to study the problems of rural education in Missouri and make recommendations as to their solution.

The initial meeting of the Committee on



It's a note from my teacher. It had to be censored.

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Rural Education was called by Superintendent J. H. Brand, President of the Rural Education Section of M. S. T. A., and was held in Jefferson City on September 3. Mr. A. F. Elsea, member of the executive committee of the Department of Rural Education of the NEA, and Mr. Barton Morgan, Director of Teacher Education, Iowa State College, Ames, Iowa, President of the Department, explained the work of the Department of Rural Education and the nature of committees on rural education in other states. Superintendent Brand outlined the principles that should govern the activities of the Missouri committee on rural education. There was then a discussion of what the crucial problems in education were in Missouri and how they could best be solved.

The committee will meet again at the time of the convention of the M. S. T. A. in St. Louis.

Members of the committee are: Viola Brandt, state supervisor, northwest Missouri; Mary Sue Hopkins, State Teachers College, Warrensburg; John Ed Fuhrman, county superintendent, Linn County; Edna Schaeffer, rural teacher, Forest City; Oscar Carter, county superintendent, Webster County, and president of Department of County Superintendents; Aubrey Powers, county superintendent, Jefferson County; T. E. Vaughan, State Teachers Association, Columbia; A. F. Elsea, member of Executive Committee, Rural Education Department of the N. E. A.; and J. H. Brand, county superintendent, Crawford County, Steelville, Missouri, chairman.

auxiliary language, the Conference had in mind the elimination of those linguistic barriers which have so often led to misunderstanding in the past, and the facilitation of youth travel for educational purposes. It was unanimously agreed by an expert committee under the chairmanship of Dr. A. Sommerfelt, Director of Education in the Norwegian government, that the language should be English, except in those schools where English is normally taught, when it should be French.

The plan for the interchange of youth called for a considerable inquiry in which the uncoordinated schemes of pre-war days were carefully reviewed. The committee charged with the investigation, under the chairmanship of Sydney A. Pascall of Rotary International, accepted as a basic principle that the interchange of youth and teachers throughout the world was desirable as a means of fostering international understanding and friendship, and that such interchange should be on an internationally organized basis.

To achieve the second object, the committee recommended that there should be set up a central body in each country, preferably of independent status with government mandate and subsidy, and that such central bodies should be linked with a World Education Exchange.

It was emphasized in connection with this project that it would not be enough merely to exchange school premises and facilities en bloc, but that both teachers and students should have the opportunity of living in private houses.

POST-WAR PLANS BY UNITED NATIONS EDUCATION EXPERTS

A report on post-war education for the United Nations envisaging the teaching of an obligatory auxiliary language in all schools and the setting up of a "World Education Exchange" which will arrange for the interchange of teachers and students for cultural and social purposes has been submitted to United Nations governments.

The report inaugurated by Rotary International in London has been drawn up by a United Nations Educational Conference which was attended by education experts from United Nations, the International Labor Office, and numerous educational and youth organizations.

In considering the question of a world-wide

NECROLOGY

Hubert Garrett

Hubert Garrett, director of the Placement Bureau and member of the social science faculty of the Maryville State Teachers College died Sunday, August 29.

Mr. Garrett became a member of the College staff in 1930. He had a Bachelor's Degree from the College, a Master's from the University of Nebraska, and had done further graduate work in the University of Iowa. He was active in organizations related to his profession having served for sixteen years on the Executive Board of the Northwest Missouri District Teachers Association and for the past fifteen years as treasurer of that organization. He was among those who some ten years ago

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The business of Your Association is transacted by the Assembly of Delegates elected by the various community associations.

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formed the Knights of the Hickory Stick—one of the best known and most influential organizations of school men in the state. He belonged to the National Council of Social Studies.

While active in professional organizations he did not neglect civic duties and was past president of the Rotary Club, a member of the Country Club, the Masonic Lodge, Methodist Church and the American Legion. He was a second lieutenant in World War I.

Merton W. Wilson

Merton W. Wilson, head of the chemistry department of the Maryville State Teachers College, died on August 31. Mr. Wilson joined the College faculty in 1914.

He held an A.B. Degree from the Mount Olivet College in Michigan and from the University of Chicago. He was graduated from the College sharing honors with another for the highest grades in the class. He completed two years of additional graduate work. He formerly taught in the high school at Hinsdale, Illinois, and the State Teachers College at Richmond, Kentucky.

He was a member of the Missouri State Teachers Association, the Missouri Academy of Science, the American Association of University Professors and the Knights of the Hickory Stick.

Louise E. Conzelman

Miss Louise E. Conzelman, St. Louis public school teacher for fifty-five years before her retirement two years ago, died of infirmities of age Friday evening, August 28, 1943. Miss Conzelman who was eighty years old lived at 414 Yorkshire Place, Webster Groves. This had been her home for the last twenty-two years.

Most of her public school teaching was at Benton school in St. Louis City.

Mrs. J. A. Koontz

Mrs. Jessie A. Koontz, wife of James A. Koontz, formerly superintendent of Joplin schools, died September 2 at her home in Joplin. Mrs. Koontz was active in school and church work. She devoted much of her time to teaching Bible classes and distributing Christian literature.

Mrs. Koontz was born at Newark, Missouri, in 1872. She attended Kirksville State Teachers College and later taught in northeast Missouri. She was married in 1893 to Mr. Koontz and they went to Princeton, Missouri, where Mr. Koontz was superintendent of schools. Later Mrs. Koontz completed her normal school work at Albion, Idaho, and taught one year at Mountain Home, Idaho.

They came to Joplin in 1913, when Mr. Koontz was elected superintendent of schools. It will be remembered that Mr. Koontz was president of the Missouri State Teachers Association in 1909.

Mrs. Koontz is survived by her husband and a son, Paul G. Koontz, of Kansas City.

New Books

Teaching the Child to Read, by Guy L. Bond and Eva Bond. Published by Macmillan Company. Pages 346 plus x.

Teaching the Child to Read is an outline of a program of teaching reading which teachers can actually put into operation and which they can follow with the assurance that their teaching will be effective and up-to-date.

Latin America and Hemisphere Solidarity, by James E. Downes, Nathaniel H. Singer, and Donald Becker. Published by D. C. Heath and Company. Pages 215 plus x. Price \$1.40.

This book offers not only an overall view of Latin American culture and economy, but also an unbiased, completely objective interpretation of hemisphere relations and hemisphere solidarity.

American Expression On the War and the Peace, edited by Annie Laurie Mohair and Doris Benardete. Published by American Book Company. Pages 326.

American Expression On the War and the Peace presents a continued story of the war and gives a cross section of America's thoughts on war and peace in different types of expression and in the modern, vital, American vocabulary.

Secretarial Office Practice, by Foster W. Loso and Peter L. Agnew. Published by South-Western Publishing Company. Pages 510 plus xxxx. List Price \$1.76.

Secretarial Office Practice, Third Edition, is based upon the changing requirements in business and available courses of study in this field and designed exclusively for high school use.

Growing Up With Arithmetic, Book 4, by Rose and Ruth Weber. Published by the McCormick-Mathers Publishing Company. Price \$0.32.

Growing Up With Arithmetic, Book 4, is a continuation of the New Arithmetic series. Each course in the series reviews the work of the previous grade and continues the systematic instruction designed to build confidence and a genuine liking for arithmetic.

Paddlewheels Churning, by Anne Tedlock Brooks of Jefferson City, Missouri. Published by Burton Publishing Company, Kansas City, Missouri. Pages 304. Price \$2.00.

The main setting of the story is Arrow Rock, a small river town with its hospitable Tavern which stood as a landmark to travelers on the river and the Santa Fe Trail. The characters of this historical novel of Missouri move across the pages of the book in swift action, carrying the plot to a successful conclusion with a surprise ending.

Mrs. Brooks is known nationally for her

SCHOOL AND COMMUNITY

magazine and syndicate fiction. Her historical stories have gained attention for their authenticity and interest appeal.

New World Horizons, edited by Chester H. Lawrence. Maps by Ray Ramsey. Published by Silver Burdett Company. Pages 94. List Price \$2.00.

New World Horizons is a new type of geography book which offers the basis for intelligent thinking about world affairs today.

Art For All, by Bartlett, Crawford, and Faulkner. Harper Bros. Pages 270.

Here is a new book which strikes a new keynote. It begins with our universal needs, the clothes we wear, the houses we live in, school activities, business needs for art, and the part good taste plays in every day life. It shows how all use art every day.

Natural English and English for You, by Mellicie John. Published by Row, Peterson and Company. Pages 511 plus x and 574 plus x respectively. List Prices \$1.40 and \$1.52.

Natural English and English for You are the ninth and tenth grade books of the Building Better English Series. They are based upon the conviction that the language arts—speaking, writing, reading, and listening—are important tools for individual learning and living.

Literature and Life in America, by Dudley Miles and Robert C. Pooley. Published by Scott, Foresman and Company. Pages 710 plus xx. Price \$2.12.

Literature and Life is the third-year book in the Literature and Life Program. It traces adequately the development of life and literature in America and England and includes the crucial period in which we live today.

Education for Safe Living, edited by Herbert J. Stack and Elmer B. Siebrecht. Published by Prentice-Hall, Inc. Pages 378 plus x.

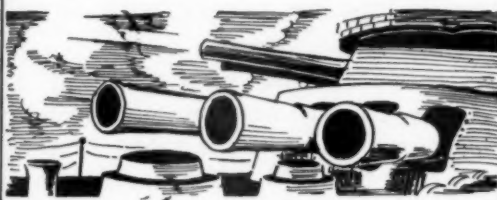
The authors hoped originally that this book would add to the enrichment of our peacetime living. They hope now that the book will meet the added challenge of a critical hour and be an effective weapon in the war for survival.

Famous Authors for Boys and Girls, by Ramon P. Coffman and Nathan G. Goodman. Published by A. S. Barnes and Company. Pages 162 plus x. Price \$2.00.

This book aims to create for boys and girls human interest pictures of outstanding men and women authors and to arouse an interest in reading, not so much through a review of the facts about the authors concerned, as through a knowledge of the spirit with which they lived and worked, their childhood days, and their relationships with boys and girls of their own day.

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EDITORIAL PAGE

FIFTY-TWO EDUCATION WEEKS

AMERICAN EDUCATION WEEK has been designated for observance November 7-13, 1943. The general theme is EDUCATION FOR VICTORY. We feel that it is indeed imperative that all schools make extensive plans for the observance of this week at the designated time. What we should really strive for, however, is the observance of American Education Week, not one week out of fifty-two, but a full fifty-two weeks each year.

It is good to call the attention of parents and friends to the work of the school during a particular week. The job of public relations, however, should not stop here. The task of interpreting the school and its work to the people of the area which it serves is a job that calls for continuous effort 365 days in the year.

It is difficult for an outsider to get a fair appreciation of the work of our school system by visiting it only once every year. Many of the problems which the educators face might become less troublesome if we would take the trouble to inform the public of these problems over a long period of time instead of jamming into one short period of events the problems and work of our schools. More added support for schools could be had. Teacher retirement and teacher tenure could be made more understandable to lay people.

We are not attempting to detract one bit from the importance of American Education Week. We feel that it is truly a significant event. Our desire is to stress that acquainting our people with our schools should extend over a whole year.

Give your patrons an opportunity to see all sides of the schools' work when they visit you this year. Allow them to become acquainted with the fact that teachers are patriotic. Let them know that teachers are daily in their classrooms trying to build a better America through shaping in a courageous fashion the bodies and minds of their pupils. Our teachers have made and will continue to make gladly the sacrifices which are necessary to win the war and establish a permanent and just peace. They have given over fifty-five million working hours to the details of registration and rationing.

It is inspiring to know that the teachers of Missouri and the pupils last year purchased over nine million dollars in stamps and bonds. We feel confident that the quota of eighteen million which has been assigned to schools this year will be over-subscribed.

Charts, graphs, plays, movies, newspapers and many other methods must be used to give a panorama of our schools. Prepare now for Education Week! Launch a program for the year ahead.

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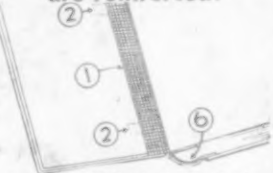
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- THE BOOK OF ZOOGRAPHY—Raymond L. Dillmore
- THE BOY WHO FOUND OUT—Mary Hazelton
- BRIGHT ISLAND—Mabel Louise Robinson
- THE CART OF MANY COLORS—Nanine (La Villa) Stetson
- CHINA QUEST—Elizabeth Foreman Lewis

- COAST GUARD TO THE RESCUE—Karl Hamilton
- CHILD'S STORY OF THE HUMAN RACE—Hanson Cuffman
- CORPORAL COREY—Jack O'Brien
- DIARY OF A FRESHMAN—Charles Macomb
- DIGGING IN THE SOUTHWEST—Mrs. Ann Asstall Morris
- DOG AT HIS HEEL—Charles J. Finger
- EXPLORING WITH BEEBE—Charles William Beebe
- FAMOUS DOGS IN FICTION—Ed. by Joseph Walker Macgibbon
- FAMOUS GHOST STORIES—Ed. by Joseph Walker
- GIVE A MAN A HORSE—Charles Joseph Finger
- GOD'S TROUBADOR—Sophie Jewett
- HALF MILE DOWN—William Beebe
- HAPPY MOUNTAIN—Mrs. Marion Chapman
- HERE I STAY—Elizabeth Jane Coatsworth
- HOW TO RIDE YOUR HOBBY—Archie Frederick Collins
- HOW THEY CARRIED THE MAIL—Joseph Walker
- HO MING—Elizabeth Foreman Lewis
- IGLOO—Jane Heycourt Walcott
- THE JUMPING OFF PLACE—Mrs. Marion (Hunt) Stetson
- JUNIOR ANTHOLOGY OF WORLD POETRY—Mark Van Doren & Garaboldi Landolt
- LANCE OF KANANA, A Story of Arabia—Henry Willard French
- LUCKY SIXPENCE—E. F. Knipe and A. A. Knipe
- LOVE COMES RIDING—Helen Josephine Ferris
- MARY POPPINS COMES BACK—P. L. Travers
- MELISSA ANN—Zina Falm
- MEXICANA—Rene Harmoncourt
- MOUNTAINS ARE FREE—Julia (Daniel) Adams
- MY STORY—Mary Roberts Rinehart
- NO OTHER WHITE MEN—Julia Davis with maps by Florence Gray
- A NORWEGIAN FARM—Marie Hansson
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- SOLD TO THE LADIES—Dorothy Adams Bennett
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- TONO ANTONIO—Ruth Sawyer
- TREASURES OF CARCASSONE—Albert Roloff
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